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ABSTRACT

Intended as a resource manual for new and continuing governing board members of College Cambrian College (CCC) in Ontario, Canada, this five-part guide includes information on board member orientation; the Ontario College System (OCS); the history, mission and operations of CCC; activities, responsibilities, and tenure of board members; and governance topics. Following a brief introduction, section I provides a flowchart explicating the process of board-member orientation, an orientation process checklist, and an orientation evaluation form. Section II reviews the origins and development of the OCS, describes the role of the Ministry of Colleges and Universities and the Ministry of Skills Development, discusses other provincial and federal agencies, reviews the role of the Ontario Council of Regents of the Colleges of Applied Arts and Technology, and describes the Association of Colleges of Applied Arts and Technology of Ontario. Section III presents detailed information on CCC, examining the college's mission and objectives, history, special educational programs and other learning opportunities, and student government. This section also contains fact sheets and an organizational flowchart. Next, section IV lists the board members; reviews 1991 nomination and appointment protocol; lists board committee members; presents operational budgets. Finally, section V provides a list of suggested strategies for effective boardsmanship, reviews the responsibilities of the board chair, examines different types of governing boards, discusses concepts of policy formation, and provides articles on effective governance and board participation. (PAA)

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Collège CAMBRIAN College

BOARD OF GOVERNORS

RESOURCE MANUAL

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FOREWORD

College governance is a complex matter. Board members will find that in their role as policymakers, they must consider the college mission, objectives, by-laws and government regulations, administrative recommendations, faculty and student concerns and a host of other internal and external influences. Throughout their deliberations, Board members, acting as a policy board, must determine a policy course of action that will best serve the educational needs of the community.

This manual is intended to assist you in your role as governing board member of Collège Cambrian College. I am confident that you will find your experience to be most rewarding.

Paula Barber
Chair
Board of Governors
Collège CAMBRIAN College

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Becoming a governing board member of a community college is a challenge that includes a need to learn as much as possible as quickly as possible. The material in this manual has been collected from several sources to provide information about Cambrian College and the Board of Governors. It is my hope that these documents will complement Guidelines for Governors and serve as a useful resource through the tenure of both new and continuing members.

Glenys Lafrance
Board Secretary
Collège CAMBRIAN College

Collège CAMBRIAN College

BOARD OF GOVERNORS RESOURCE MANUAL

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ORIENTATION PROCESS

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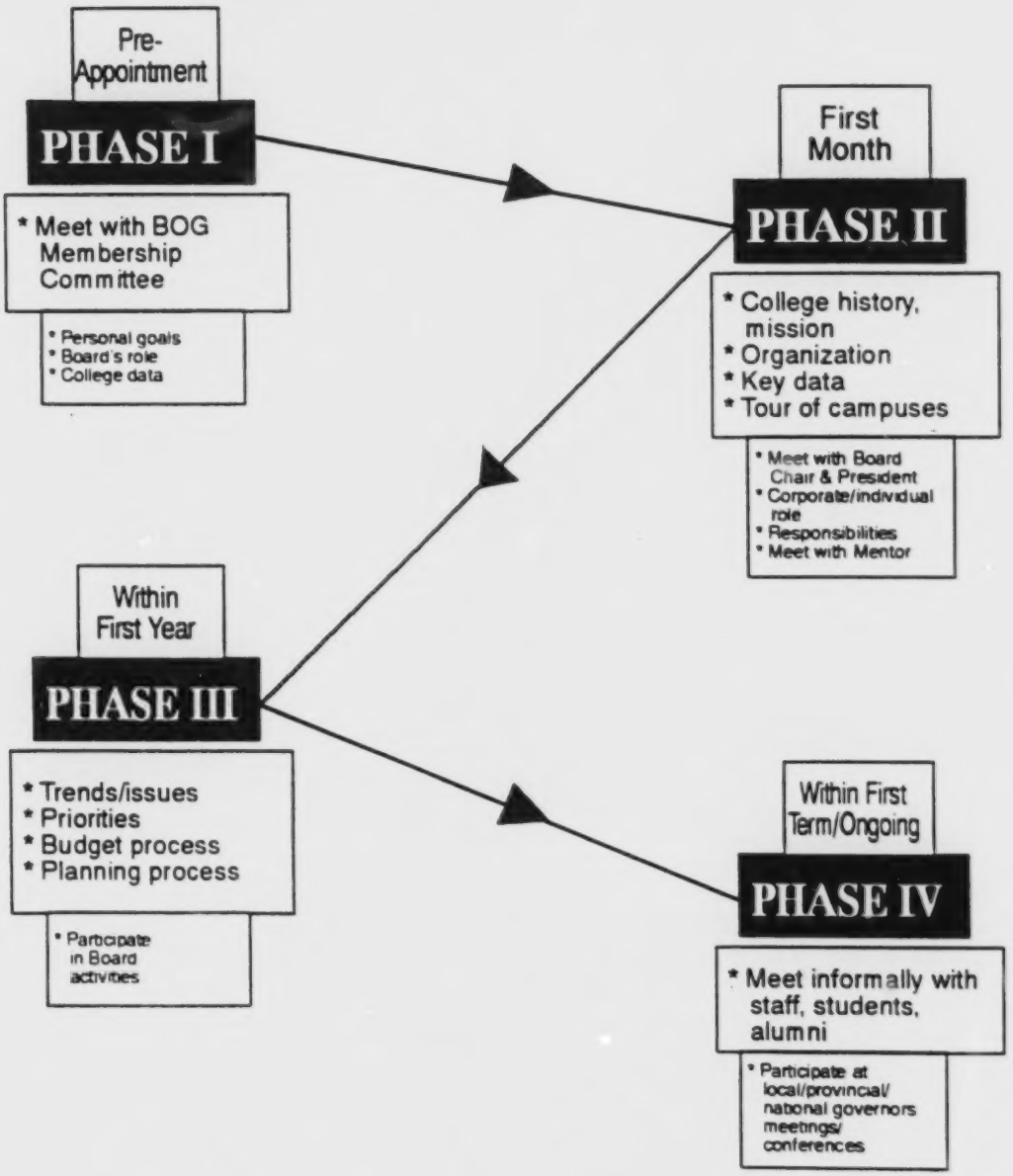
Collège CAMBRIAN College
BOARD OF GOVERNORS
ORIENTATION PROCESS



1.0 ORIENTATION PROCESS

1.1 *ORIENTATION PROCESS OBJECTIVES*

WELCOME NEW BOARD MEMBERS TO THE CAMBRIAN COLLEGE BOARD OF GOVERNORS

- meet fellow Board members and executive staff

ORIENTATION TO COLLEGE GOVERNANCE

- meet with Board Chair and President for introduction to orientation process
- distinguish between the role of the board as an organization or corporate entity and the role of the individual board member
- review brief statement of board member's responsibilities (a clarification of what all board members expect of one another)
- assign new board member a "mentor" (experienced board member)
- advance reading on selected governance topics to be used in discussion of same topics
- encourage participation at local, regional, provincial, national meetings of board members

ORIENTATION TO THE COLLEGE

- brief description of college's history, development
- biographical sketch of each Board member and executive staff
- briefings on College's mission and objectives; administrative and academic organization
- presentation of key institutional data
- walking tour of the campuses, visit classes
- briefings on College's programs and services priorities, budget, physical plant priorities, other highlights from College's MYP
- meet informally with staff and students

DEVELOP COMMUNICATIONS NETWORK

- establish a communications pattern with fellow Board members, the Board Chair, the President and executive staff

EVALUATION

- monitoring and evaluation of the orientation materials and process

1.2 *ORIENTATION PROCESS CHECKLIST*

PHASE I	Date Completed	Comments
Orientation to College		
Orientation to Governance		
PHASE II		
Orientation to College		
Orientation to Governance		
PHASE III		
Orientation to College		
Orientation to Governance		
PHASE IV		
Orientation to College		
Orientation to Governance		

1.3 *ORIENTATION EVALUATION*

a) ORIENTATION PROCESS--PHASE I EVALUATION

Return to:

Board Office
Collège CAMBRIAN College
1400 Barrydowne Road
Sudbury, Ontario
P3A 3V8

1. What was the most valuable part of the program?

2. What was the least valuable part of the program?

3. Do you have suggestions for improving the program?

b) **ORIENTATION PROCESS–PHASE II EVALUATION**

Return to:

Board Office
Collège CAMBRIAN College
1400 Barrydowne Road
Sudbury, Ontario
P3A 3V8

1. What was the most valuable part of the program?

2. What was the least valuable part of the program?

3. Do you have suggestions for improving the program?

c) **ORIENTATION PROCESS--PHASE III EVALUATION**

Return to:

Board Office
Collège CAMBRIAN College
1400 Barrydowne Road
Sudbury, Ontario
P3A 3V8

1. What was the most valuable part of the program?

2. What was the least valuable part of the program?

3. Do you have suggestions for improving the program?

d) **ORIENTATION PROCESS--PHASE IV EVALUATION**

Return to:

Board Office
Collège CAMBRIAN College
1400 Barrydowne Road
Sudbury, Ontario
P3A 3V8

1. What was the most valuable part of the program?

2. What was the least valuable part of the program?

3. Do you have suggestions for improving the program?

Collège CAMBRIAN College

BOARD OF GOVERNORS RESOURCE MANUAL

SECTION II
THE ONTARIO COLLEGE SYSTEM

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2.0 THE ONTARIO COLLEGE SYSTEM

2.1 HOW THE COLLEGE SYSTEM BEGAN IN ONTARIO

On May 21, 1965, the Honourable William Davis, Minister of Education, rose in the Legislature and opened his address with these words...

> "Mr. Speaker: The introduction of this Bill providing legislation for the establishment and operation of a system of Colleges of Applied Arts and Technology is an historic occasion in education in our Province..."

That was the beginning of the college system in Ontario. Bill 151, *The Department of Education Amendment Act*, received Royal Assent on June 23, 1965. The Act provided for the division of the Province into nine Regions, each of which was to have a College of Applied Arts and Technology (CAAT).

In considering the types of post-secondary education in various parts of Canada and the United States, the study group from the Ministry noted that there were significant differences between transfer or junior colleges, universities, community colleges and college of Applied Arts and Technology. A transfer of junior college prepares students for transition to university. A university provides a general education of training for a profession with many students applying directly from high school. The experience may or may not contribute towards a career. A community college "essentially springs up from the community and attempts to create facilities and resources for the community. It is guided by the community."

2.2 HOW THE SYSTEM EVOLVED OVER TWO DECADES

Since its establishment in 1965, Ontario's system of colleges has played a vital role in helping to meet the province's diverse post-secondary educational and training needs. Twenty-three colleges with approximately 90 campuses in 60 cities and towns are part of a system providing a continuing presence through regular courses or programs in approximately 300 additional communities.

The latter half of the 1960's and the early part of the 1970's were good times for the colleges. Funding was readily available and buildings were planned and erected rather quickly. Many colleges started operating out of temporary rented facilities while their regular campus buildings were under construction. Faculty was drawn mainly from business and industry enabling the college to relate directly to the world of work they would train graduates to enter.

All Board members, except the President, are appointed by the Council of Regents. Twelve positions are held by community members (external) and four are held by staff/students of the College (internal.) Initially, external college Board members were appointed to four-year terms with the possibility of a further term, for a total of eight years service. This was subsequently reduced to a three-year term with possibility of renewal for a second three-year term to bring them into line with other provincial board councils, and commissions. Except for the student Board member, elected internal members are appointed by the Council of Regents to a three-year term. They are eligible for a second 3-year term upon re-election and appointment by the Council of Regents. The student Board member is appointed for a one-year term and is eligible for a second one-year term upon re-election.

In addition to the advisory committees which all colleges utilize to assist them in designing programs, community industrial training committees were added in 1978/79. These CITC's, roughly 60 in number, working in conjunction with the Ontario Ministry of Skills Development and the federal Employment and Immigration commission, have been primarily concerned with skilled trade shortages and offer colleges advice on how to respond to them.

In 1990, more than 113,000 full-time post-secondary students were enroled across the province in college programs. Part-time course registrations stood at more than 800,000, and more than 78,000 employees from participating firms were involved in 5,600 separate training programs designed to upgrade their on-the-job skills. Of the total enrolment, more than 300,000 were adults taking full-time or part-time occupational skill courses design to qualify them for specific jobs.

2.3 THE ROLE OF THE MINISTRY OF COLLEGES AND UNIVERSITIES

A) The Ministry of Colleges and Universities Act

Ontario's 23 colleges were established under the *Ministry of Colleges and Universities Act,* which provides that the Minister of Colleges and Universities has the power to "establish, name, maintain, conduct, and govern" the colleges subject to the approval of the Lieutenant Governor in Council. This act and accompanying regulations, particularly Regulation 640, address the role of the Minister, and provide for the establishment of the Council of Regents, Board of Governors, and program advisory committees.

B) Structure of the Ministry

Minister

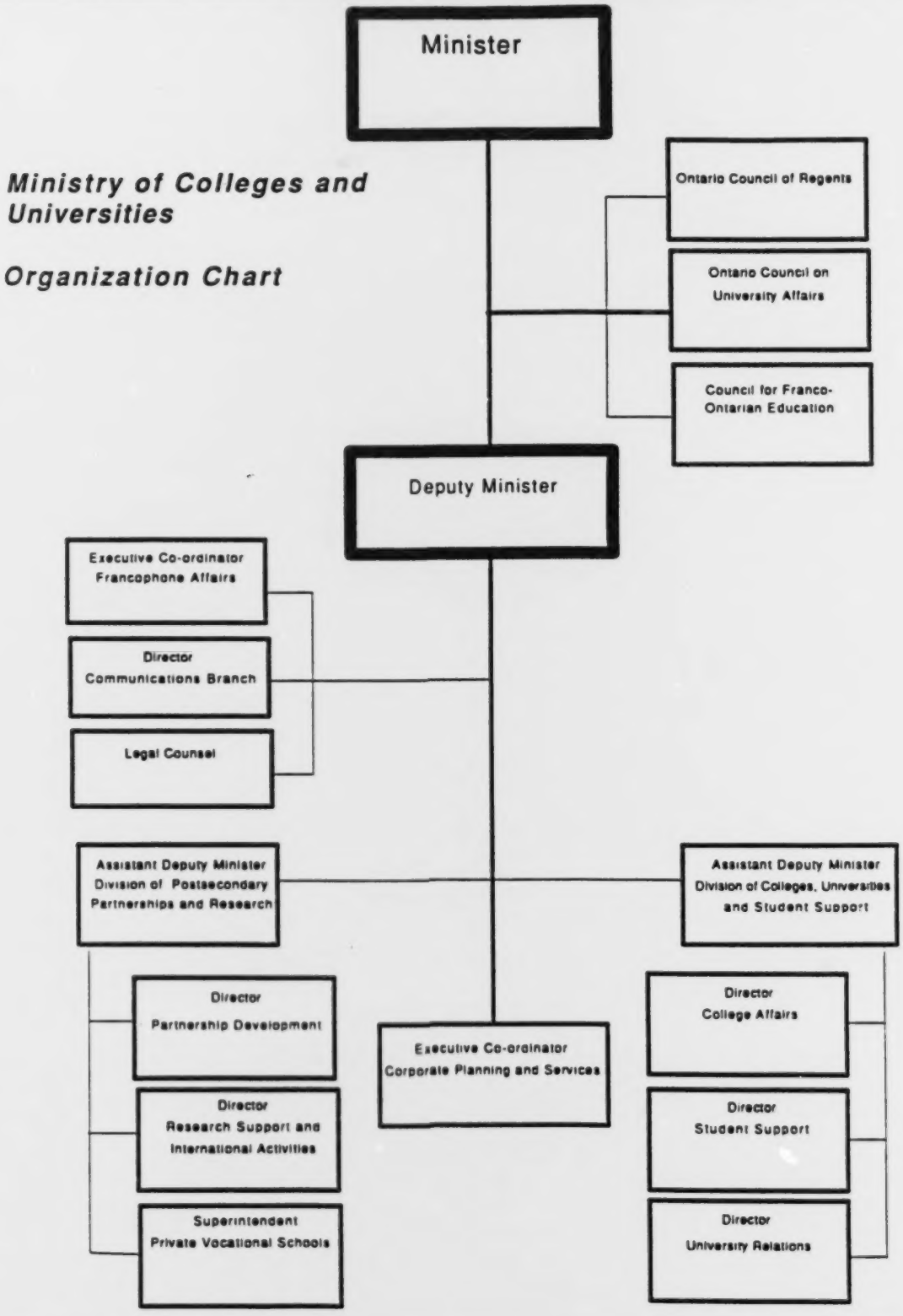
- has ultimate responsibility for the maintenance, conduct, and governance of Ontario's college system
- Minister's specific approval required in a number of important instances such as approval of new programs, real property transactions, and allocation of capital funds for specific projects
- assisted by Ministry Staff and receives advice from the Council of Regents in matters of policy affecting the college system

College Affairs Branch

The College Affairs Branch within the Ministry is primarily concerned with providing the Minister with administrative assistance relating to the colleges. Some of the sections within the College Affairs Branch are highlighted below:

Financial Services	• administers all matters related to the operating and capital funding of the colleges
	• ensure that adequate standards exist with respect to financial management, reporting and auditing, and that appropriate data bases and statistical measures are developed and maintained
Program Services	• administer matters relating to the development and delivery of programs of instruction in colleges, and approve new programs
	• undertake special assignments related to programs such as computer-based learning, literacy, distance education, further education, students with special needs, native peoples, and affirmative action

French Language Services	• promote programs and services which the colleges provide in the French language
	• assist in the implementation of the provisions of the *French Language Services Act* in the college system
Staff Relations	• assist and advise in the negotiation and ongoing administration of faculty and support staff agreements
	• co-ordinate the administration of the Hay system and the staff benefit plans across the college system


Minister
Ministry of Colleges and Universities
Organization Chart
Ontario Council of Regents
Ontario Council on University Affairs
Council for Franco-Ontarian Education
Deputy Minister
Executive Co-ordinator Francophone Affairs
Director Communications Branch
Legal Counsel
Assistant Deputy Minister Division of Postsecondary Partnerships and Research
Assistant Deputy Minister Division of Colleges, Universities and Student Support
Director Partnership Development
Director Research Support and International Activities
Superintendent Private Vocational Schools
Executive Co-ordinator Corporate Planning and Services
Director College Affairs
Director Student Support
Director University Relations

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2.4 THE ROLE OF THE MINISTRY OF SKILLS DEVELOPMENT

A) The Mission Statement of the Ministry:

- Stimulate the changes in the labour market that will contribute to the competitiveness of Ontario businesses; and
- Help people capitalize on the opportunities that these changes will create.

B) Structure of the Ministry

Skills Development Division

The purpose of this Division is to support the provision of training for employed workers. It provides direction by developing policy options and delivering specific programs and services, including support for the provision of apprenticeship and other training for employed workers; negotiating and monitoring federal labour market interventions; and partnership development with business, and labour to enhance workplace training. It provides leadership, direction and management to policy development, and delivery of programs for employed workers in Ontario.

Apprenticeship and Client Services Branch

The Apprenticeship and Client Services branch delivers and/or manages through the Ministry and other agencies, a range of services and programs to support and promote workplace training.

Partnership and Service Development Branch

The Partnership and Service Development Branch develops partnership arrangements with key business and labour stakeholders in order to stimulate training activity and to develop and adapt Ministry programs and services to meet the needs of employed workers.

Federal/Provincial Relations Branch

The mandate of the Federal/Provincial Relations Branch is to secure federal resources for labour market programs which complement provincial goals and objectives. The Branch develops policy options for the province, negotiates joint agreements, and develops and manages planning processes and allocations procedures with the federal government in support of Ontario's efforts.

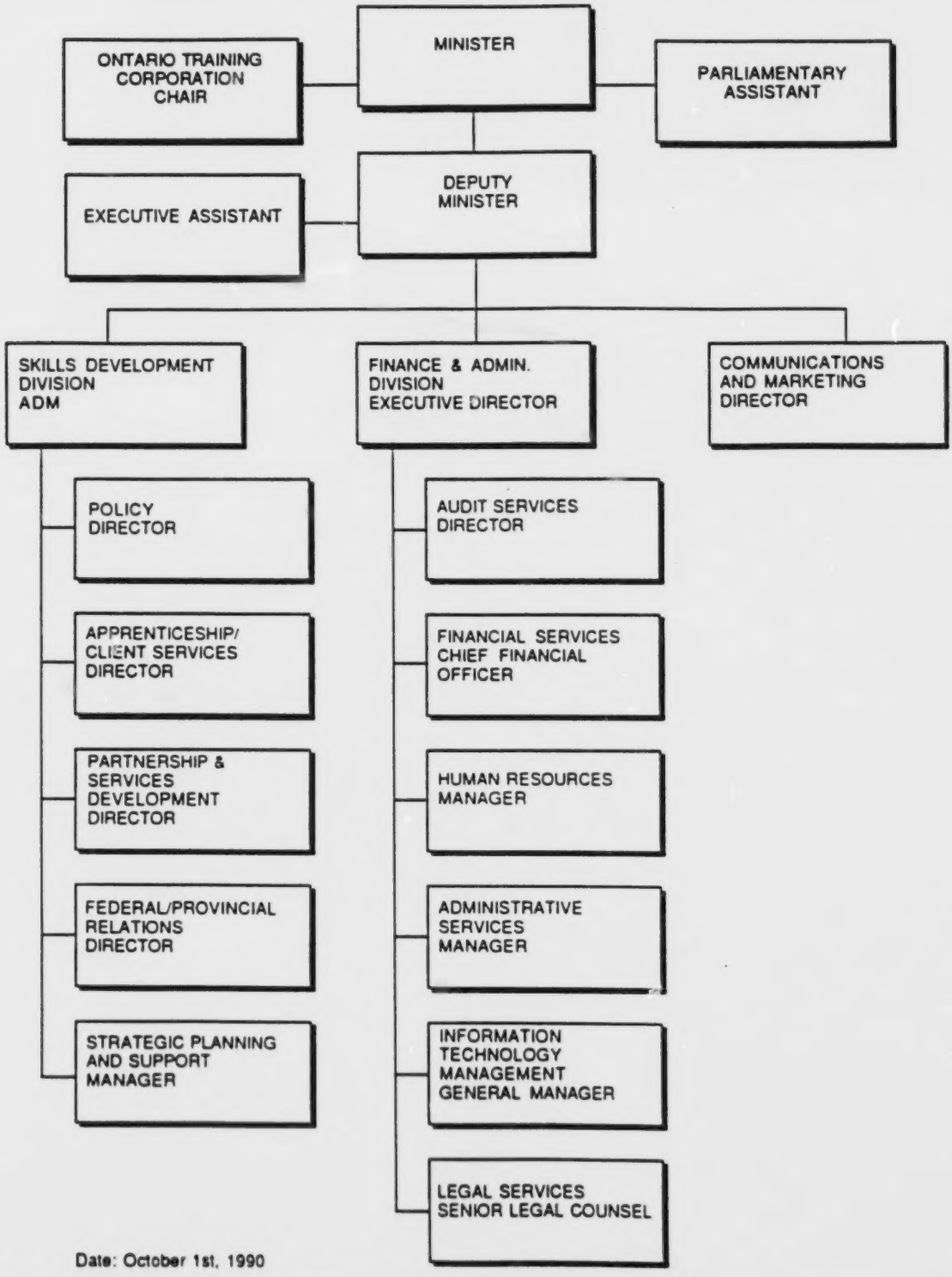
Strategic Planning and Support Group

The Strategic Planning and Support Group provides support in strategic planning, relations with the Ontario Training Corporation and French Language Services coordination.

Ontario Training Corporation

The Ontario Training Corporation, a Schedule II Crown Corporation incorporated under the *Ontario Business Corporations Act,* is dedicated to stimulating quality workplace training in Ontario. A 14-member Board of Directors, drawn from the corporation's key constituencies of business, organized labour, education and the training services sector is responsible for overall policy and operational guidance.

MINISTRY OF SKILLS DEVELOPMENT



Date: October 1st, 1990

2.5 OTHER GOVERNMENT AGENCIES

Other government agencies in both the Federal and Provincial governments currently provide funding for the delivery of programs at Cambrian College. Cambrian works closely with a number of these agencies to develop and deliver curriculum, to provide training to identified target groups, and to offer specialized programs.

1. PROVINCIAL AGENCIES

Ministry of Education

This ministry is responsible for Futures and Ontario Basic Skills/Formation de base de l'Ontario. It also has a representative on the Management Committee of Contact North, along with the Ministry of Colleges and Universities, Cambrian College, Confederation College, Laurentian University and Lakehead University.

Ministry of Labour

This ministry funds specialized activity in such operations as the Northeastern Occupational Health and Safety Resource Centre, the Ontario Centre for Ground Control Training, and distance education occupational health and safety programs.

Workers Compensation Board

The Board provides specialized funding in such programs as the Workers Compensation Claims Management program. It also refers clients to a variety of programs at Cambrian.

Ministry of Community and Social Services

This ministry provides funding for special projects such as the Cambrian-Ridgemount Project (in conjunction with the Region of Sudbury) and Cambrian's Special Needs Centre/Centre des besoins particuliers. It also purchases specialized management training for its employees.

Ministry of Northern Development and Mines

This ministry has provided operating and capital funding for such programs as the Mining and Mineral Resource Processing certificate program and the Dental Hygiene program. It provides capital funding for Contact North ($2.1 million in 1991-92). It also funds specialized supervisory training for provincial ministries through the Interministerial Committee.

Ministry of Housing

This ministry funds Access Tomorrow, in conjunction with Cambrian and the Ministry of Education.

2. FEDERAL AGENCIES

Canada Employment and Immigration Commission (CEIC)

This commission provides funding for a variety of projects through the Canadian Jobs Strategies program. The commission provides funding for "direct" ($1.5 million) and "indirect" ($1 million) seat purchases, primarily the trades and skills areas.

In cooperation with Health and Welfare Canada, CEIC also funds the Native Community Care, Counselling and Development (Distance Education) program.

Indian and Northern Affairs Canada

This ministry funds a number of native post-secondary courses offered through regular and distance education formats. These include the Native Community Care, Counselling and Development (Distance Education) program (NCCCD). The Indian Support Services Program (part of Indian and Northern Affairs Canada) also provides special funding for the NCCCD distance program; funded the College Exploration program in Wikwemikong; and has committed funds for the Native Early Childhood Education program slated to start in September 1991.

Health and Welfare Canada

This ministry also provided funding for the above-mentioned NCCCD distance program.

3. SUDBURY INDUSTRIAL TRAINING ADVISORY COMMITTEE (SITAC)

The Sudbury Industrial Training Advisory Committee is a group of volunteers representing industry, education, and government. SITAC annually purchases approximately $1 million in training from Cambrian College. The funds for these purchases are provided by the Federal Government to SITAC.

2.6 THE ONTARIO COUNCIL OF REGENTS FOR THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY'S ROLE

The Ministry of Colleges and Universities Act established the Ontario Council of Regents and Regulation 640 outlines duties and responsibilities. Council currently has executive responsibility for collective bargaining on behalf of college boards of governors with the Ontario Public Service Employees Union (OPSEU), and for the appointment of all board members except the college president.

The Council is made up of a full-time chair and up to fifteen part-time members appointed for staggered three-year terms by the Lieutenant Governor in Council.

The Council provides policy leadership for the college system through its advice to the Ministry on long range planning and key system-wide issues. In an effort to place the work of the Council of Regents firmly in the context of local as well as system-wide issues, the Council consults widely across the college system on both a formal and informal basis, providing its chair and members with regular opportunities to meet with college Board members, senior college administrators, faculty, support staff and students for the purposes of discussing issues of mutual interest and concern.

The Ontario Council of Regents for the Colleges of Applied Arts and Technology is a provincial agency established under the *Ministry of Colleges and Universities Act*. The Council is responsible and accountable to the Minister of Colleges and Universities.

1. MISSION

Policy Advice to the Minister

The Council's primary role is to provide informed advice, for consideration by the Minister of Colleges and Universities, that will promote and encourage the well-being and effectiveness of Ontario's system of Colleges and Applied Arts and Technology.

Through vigorous, timely, and well-researched policy, Council's work will be guided by the following values and beliefs:

Council's Values and Beliefs

- a commitment to students;
- a commitment to those employed in the college system;
- a concern for the needs of those who employ college graduates;
- accountability to the people of Ontario;
- sensitivity to the future and the social, cultural, economic and educational contributions and opportunities that can be created by a far-sighted, dynamic and flexible college system;
- the need for Council to act as an effective catalyst for meaningful change and innovation in the college system;
- recognition of the colleges as instruments of public policy;
- recognition that while committed, cooperative leadership is necessary for the achievement of system goals, individual college initiative, creativity and innovation must also be respected and fostered.

Recognizing the need for vigorous, long-term planning, and continual review and renewal of the mandate of Ontario's colleges, Council's work will be shaped by:

Council's Approach To Its Work

- a consultative and accessible approach, working collaboratively with Boards of Governors, college presidents and the Association of Colleges of Applied Arts and Technology of Ontario, seeking broad input from other representatives of those who work and learn in the colleges;
- the development of a broad strategic understanding of major economic, social, cultural and education issues facing Ontario, and of the problems and opportunities they present to the colleges;
- the development and maintenance of effective linkages with the school system and universities of Ontario;
- the evaluation of Ontario educational issues in light of the experience of other jurisdictions in Canada and beyond;
- the re-evaluation of Council's policy recommendations, and its processes as required by changing social and economic circumstances.

In accomplishing its work, Council will collaborate on a regular basis with the Minister to update annual policy priorities.

2. OTHER STATUTORY ACTIVITIES

The Council has executive authority to appoint governors to the local boards. As such, Council has a responsibility to provide support to the Ministry of Colleges and Universities and the Association of Colleges of Applied Arts and Technology in the area of orientation and development of individual boards.

At this time, the Council still has responsibility for collective bargaining with support staff and faculty (OPSEU) and for making recommendations to the Minister of Colleges and Universities regarding salaries for administrative staff. These responsibilities are pending a review by the Minister as a result of the Gandz Commission.

The Council performs other ad hoc responsibilities as assigned by the Minister of Colleges and Universities.

3. COUNCIL MEMBERSHIP

The Council of Regents presently consists of thirteen members plus the Chair. Members are appointed by Order in Council and provide balanced Ontario representation with respect to region, gender, language, occupation and cultural background. Council's work is assisted by a permanent secretariat and research staff, supplemented by secondments from the college system.

Ontario Council of Regents
for the Colleges of Applied Arts and Technology
Members - July 1990

Richard Johnston, Chair

Louise L. Gauthier, Vice Chair

Akua Benjamin

Jacqueline Fraser

Jim Griffis

Bev Marshman

Valerie McGregor

Penny Moss

Harry Picken

John Rankin

Pat Salituri

Diane Schwartz

Robert Siskind

Jim Turk

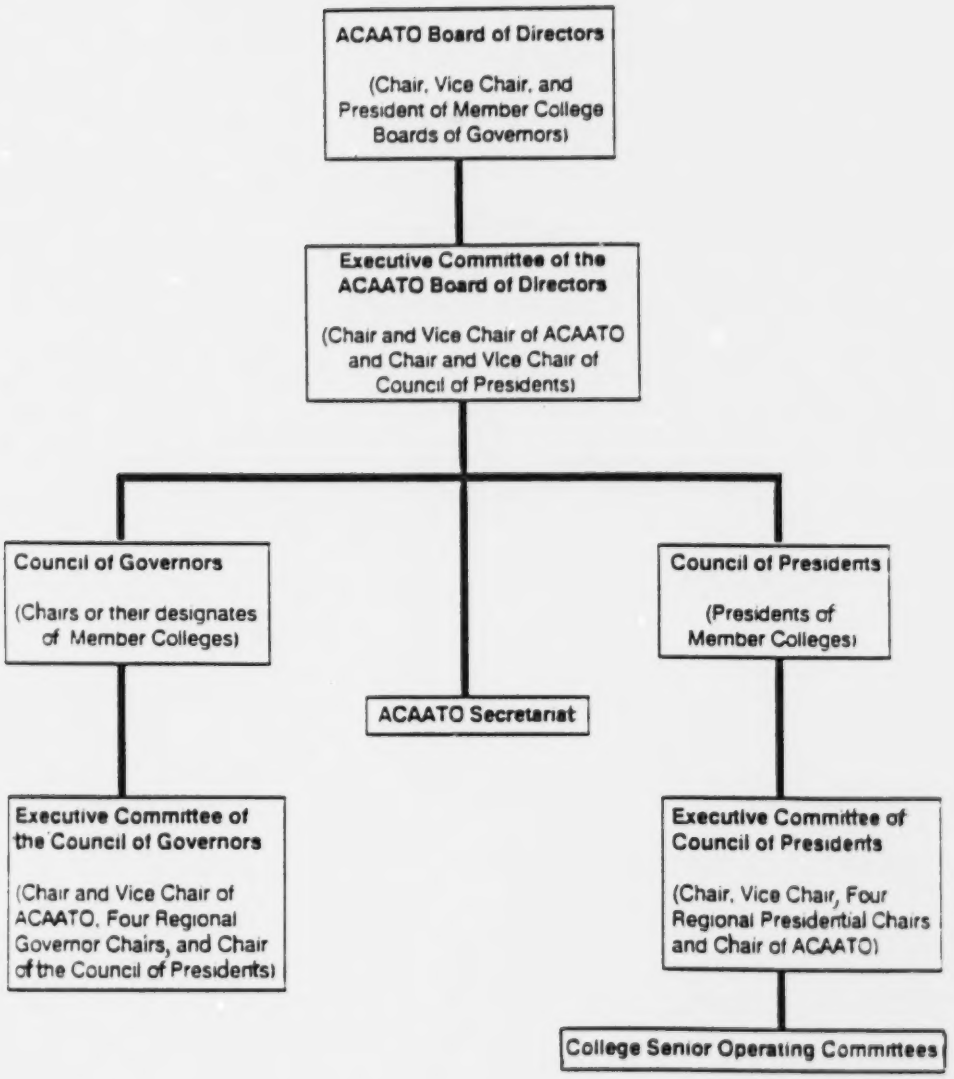
Marilyne White

Trevor Wilson

2.7 THE ASSOCIATION OF COLLEGES OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO (ACAATO)

a) Structure of the ACAATO

ACAATO Organizational Structure
Approved October 30, 1989


ACAATO Board of Directors
(Chair, Vice Chair, and President of Member College Boards of Governors)
Executive Committee of the ACAATO Board of Directors
(Chair and Vice Chair of ACAATO and Chair and Vice Chair of Council of Presidents)
Council of Governors
(Chairs or their designates of Member Colleges)
ACAATO Secretariat
Council of Presidents
(Presidents of Member Colleges)
Executive Committee of the Council of Governors
(Chair and Vice Chair of ACAATO, Four Regional Governor Chairs, and Chair of the Council of Presidents)
Executive Committee of Council of Presidents
(Chair, Vice Chair, Four Regional Presidential Chairs and Chair of ACAATO)
College Senior Operating Committees

b) The ACAATO Corporate By-law

APPROVED October 30, 1989
Humber College, Rexdale, Ontario

BE IT ENACTED and it is hereby enacted as a By-law of the Association of Colleges of Applied Arts and Technology of Ontario (hereinafter called the "ACAATO"), as follows:

1. NAME

The name of the ACAATO shall be "The Association of Colleges of Applied Arts and Technology of Ontario".

2. OBJECTS

The ACAATO shall have the following objectives:

(a) to identify, debate, and make recommendations on policy and operational matters affecting the colleges;

(b) to provide operational support and direction for inter-college programs and services;

(c) to provide professional development opportunities for college governors and other members of the college community;

(d) to provide public awareness programs;

(e) to develop and maintain working relationships with members of senior levels of: government, private enterprise, and other educational institutions; and

(f) To solicit and receive grants, donations, and gifts on behalf of the ACAATO and its constituent groups.

3. HEAD OFFICE

The Head Office of the ACAATO shall be in the City of Toronto, in the Province of Ontario, and at such place therein as the Board of Directors of the ACAATO may decide.

4. SEAL

The seal, an impression whereof is stamped in the margin hereof, shall be the seal of the ACAATO.

5. FISCAL YEAR

The fiscal period of the ACAATO shall terminate on the 31st day of March in each year or on such other date as the Board of Directors may by resolution determine.

6. MEMBERSHIP

(a) The ACAATO is open to the boards of governors of all the colleges of applied arts and

technology in Ontario, and such other post-secondary educational institutions as may be approved by the membership.

(b) Membership may be terminated by resolution of a college board presented to the annual general meeting of the ACAATO and will become effective three calendar months thereafter.

7. MEMBERSHIP FEES

Each member college board of governors shall pay to the ACAATO an annual fee which shall be determined from time to time by the Board of Directors.

8. MEETINGS

(a) The annual general meeting of members shall be on a day named by the executive committee of the Board of Directors and 30 days notice of such meeting shall be sent to each member of the ACAATO by prepaid ordinary mail.

(b) (i) Each member college shall have one vote which may be cast by either the board chair, the vice chair, or the president.

(ii) In the event that none of the board chair, vice chair, or the president of a member college can attend an annual general meeting or special meeting of the ACAATO, the board of governors of such member college may, by resolution, appoint a member of its board of governors to vote on its behalf for the college.

(iii) Should a member college exercise its prerogative to delegate its vote to a board member pursuant to clause 8 (b) (iii) above, such member college shall forward a copy of the resolution to the chair of the ACAATO so that it will reach the Head Office of the ACAATO at least three (3) days prior to such annual general meeting or special meeting of the ACAATO.

(c) The ACAATO shall hold as many special meetings a year as the executive committee of the Board of Directors deems necessary. The executive committee of the Board of Directors must convene a special meeting of the ACAATO at the written request of 30% of the membership.

(d) Written notice of the date, time, and place of every special meeting shall be given to each member of the ACAATO by sending the notice to each member by prepaid ordinary mail at least 30 days prior to the date of each special meeting.

(e) Any error or omission in giving notice of any meeting may be waived by the members.

(f) Every notice of an annual general meeting or special meeting shall state the nature of the business of the meeting.

(g) The quorum at any annual general meeting or special meeting shall be no less than 60% of the member colleges.

(h) All board members of member college boards of governors may attend special and annual

general meetings of the ACAATO and may speak to and take part in the discussion of all items on the agendas of such meetings at the discretion of the chair. However, there shall be only one vote per member college as outlined under clause 8 (b) above.

9. MEETING PROCEDURES

Meetings shall be conducted according to the procedure at meetings in Canada by Robert's Rules of Order, except where any procedure is inconsistent with anything contained in the by-law.

10. BOARD OF DIRECTORS

(a) The Board of Directors of the ACAATO shall include the chair and vice chair of the ACAATO and the chair, vice chair, and president of each member college.

(b) The chair and vice chair of the ACAATO shall at an annual general meeting or other special meeting called for this specific purpose, be elected by the membership of the ACAATO from among those governors who are eligible to be elected chair or vice chair of their respective member college boards of governors. They shall hold office for a term of two years.

(c) The ACAATO Board of Directors shall create such committees it deems necessary to assist it in carrying out tasks. Such committees that may be created shall report for information purposes only to the Board of Directors.

11. THE EXECUTIVE COMMITTEE OF THE ACAATO BOARD OF DIRECTORS

(a) The executive committee of ACAATO Board of Directors shall be comprised of four members: the chair and vice chair of the ACAATO and the chair and vice chair of the Council of Presidents.

(b) If a member of the committee is unable to attend a meeting he/she may choose a designate to represent him/her. Such designate is to be selected, if possible, from among the regional governor or presidential chairs.

(c) The operational affairs of the ACAATO shall be managed by the executive committee of the Board of Directors of the ACAATO.

(d) The chair of the executive committee of the Board of Directors of the ACAATO shall rotate annually among the executive committee of the ACAATO Board of Directors in a manner that alternates responsibility between the governor and presidential electees and in a manner that ensures, if possible, that the chair is experienced in the work of the executive committee.

(e) The changes in membership on the executive committee of the Board of Directors, if any, and the changes of the chair shall be effective annually on March 31.

(f) The executive committee of the ACAATO Board of Directors shall employ an executive director and such other staff as may be required by the ACAATO. The executive director shall, in his/her capacity as chief executive officer of the ACAATO, report to the executive committee of the Board of Directors for policy matters and to the chair of the Council of

Presidents for day-to-day operational matters. The director of governor services, while serving under the general direction of the executive director, will devote his/her prime effort to serving the needs of the Council of Governors and the executive committee of the Council of Governors.

(g) A quorum shall consist of three representatives. In an equality of votes, the motion is lost.

12. THE COUNCIL OF GOVERNORS

(a) The Council of Governors shall consist of the board chairs or their governor designates of member colleges. Such governor designates shall be eligible to be elected chair or vice chair of their respective member college boards of governors.

(b) The Council of Governors shall meet approximately 3 times per year: to take a leadership role in setting policy for the college system; to strengthen the mandate and leadership thrusts of the Council of Governors; to undertake and evaluate studies and reports relating to governor issues; to provide a focus for concerted action on important issues; to give leadership in governor training; and to support the work of the Council of Presidents as mutually identified.

(c) The Council of Governors shall meet under the leadership of the chair of the ACAATO.

13. THE EXECUTIVE COMMITTEE OF THE COUNCIL OF GOVERNORS

(a) The executive committee of the Council of Governors shall consist of the 4 regional chairs of the Council of Governors, the chair and vice chair of the ACAATO, and the chair of the Council of Presidents.

(b) (i) The four regional chairs shall be elected from among the chairs, vice chairs, or their governor designates of the colleges of each region by the chairs, vice chairs, or their governor designates of the colleges of each region. Such governor designates shall be eligible to be elected chair or vice chair of their respective member college boards of governors.

(ii) The elections of the four regional chairs shall be held by each region at regional meetings of the chairs held during the annual ACAATO conference or at special regional meetings of the regional college chairs called for this specific purpose. The regional chairs shall hold office for a term of two years.

(c) The executive committee of the Council of Governors shall manage and supervise the activities, interests, policy thrusts, and initiatives of the Council of Governors.

(d) The executive committee of the Council of Governors shall meet approximately five times per year in such places and at such times as determined by the committee.

(e) Secretariat assistance to the executive committee of the Council of Governors and to the Council of Governors will be provided by the exclusive services of the director of governor services.

14. THE COUNCIL OF PRESIDENTS

(a) The Council of Presidents shall consist of the presidents of member colleges.

(b) The chair and vice chair of the Council of Presidents shall be elected by secret ballot from the Council of Presidents by the Council of Presidents at a regularly scheduled meeting of the Council of Presidents or at a special meeting or meetings called specifically for this purpose. The persons so elected shall hold office for a term of one year. The number of consecutive terms for the chair of the Council of Presidents shall be limited to two.

For geographic reasons, the secretary-treasurer of the ACAATO shall be elected by the central region presidents from among their membership by secret ballot at a regularly scheduled meeting of the Council of Presidents or at a special meeting or meetings called specifically for this purpose. The person so elected shall hold office for a term of one year.

(c) The Council of Presidents shall meet regularly to make recommendations on policy direction to the Council of Governors and to provide leadership in the recommendation of policies and procedures involving the various components of college system operations. This will include such areas as collective bargaining, government policy development, presidential professional development, undertaking and evaluating studies and reports relating to college issues, providing a focus for concerted action on important college issues and supporting the work of the Council of Governors as mutually identified.

(d) Under the aegis of the Council of Presidents, the college senior operating committees will report through the Council of Presidents to the ACAATO Board of Directors.

15. THE EXECUTIVE COMMITTEE OF THE COUNCIL OF PRESIDENTS

(a) The executive committee of the Council of Presidents shall be comprised of seven (7) members: the chair and vice chair of the Council of Presidents, the four (4) regional chairs of the Council of Presidents, and the chair of the ACAATO.

(b) (i) The four (4) regional chairs shall be elected from among the presidents of the member colleges of each region by the college presidents of that region.

(ii) The elections of the four (4) regional chairs shall be held by each region at special regional meetings held for that specific purpose. The regional chairs shall hold office for one (1) year.

(c) The executive committee of the Council of Presidents shall give leadership to and supervise and manage the activities, interests, and initiatives of the Council of Presidents.

16. REGIONAL COMMITTEES

(a) Regional committees of the ACAATO Board of Directors shall consist of the chair and vice chair (or their designates) and the president of each member college in each of the four provincial regions.

(i) The northern region includes Confederation, The Sault, Cambrian, Canadore and Northern Colleges;

(ii) The western region includes St. Clair, Lambton, Fanshawe, Conestoga, Niagara and Mohawk Colleges;

(iii) The central region includes Sheridan, Georgian, Humber, Centennial, Seneca and George Brown Colleges;

(iv) The eastern region includes Durham, Sir Sandford Fleming, Loyalist, St. Lawrence and Algonquin Colleges.

(b) The regional chairs of the Council of Governors and the Council of Presidents shall jointly, where feasible, convene meetings within their respective regions two or three times per year. The purpose of these meetings is to discuss matters of mutual and/or provincial concern.

17. VOTING PROCEDURES

(a) Each member college shall have one vote as outlined in article 8 (b).

(b) All votes taken for the purpose of electing the chair and vice chair of the ACAATO, the chair and vice chair of the Council of Presidents, the regional chairs of the executive committee of the Council of Governors and the Council of Presidents, and the secretary-treasurer of the ACAATO, shall be by secret ballot. All other votes shall be by a show of hands, or by other means as determined by those present.

(c) Subject to subsection (b), or unless any by-laws to the contrary may be enacted, at all annual general meetings and special meetings of the board and at all committee and council meetings, every question shall be decided by a majority of the member colleges present.

(d) No voting by proxy will be permitted and no member college board of governors shall be permitted to have member(s) of another college board of governors vote on its behalf.

(e) A quorum for meetings of each of the following constituent groups of the ACAATO - the Council of Governors; the Executive Committee of the Council of Governors; the Council of Presidents; and the Executive Committee of the Council of Presidents - shall be at least 60% of the members of each such constituent group.

18. VACANCY OF OFFICE

The office of chair or vice chair of the ACAATO; of chair or vice chair of the Council of Presidents; of regional chair of the executive committee of the Council of Governors; of regional chair of the executive committee of the Council of Presidents; secretary-treasurer of the ACAATO - shall be automatically vacated:

1. If by notice in writing to the executive committee of the ACAATO Board of Directors he/she resigns his/her office;

2. If such office holder fails to attend three (3) consecutive meetings of his/her constituent group without just cause as determined by the majority of the said group's members.

3. If at an annual or special meeting of the ACAATO Board of Directors, a two-thirds (2/3) majority of the member colleges present vote to remove such person from his/her office for cause.

19. FILLING A VACANCY OF OFFICE

Should a vacancy arise pursuant to clause 1 or clause 2 or clause 3 of article 18, or for any other reason, the members (or the remaining members) of the executive committee of the ACAATO Board of Directors may appoint a replacement to fill the vacancy. If the vacancy is regional, it shall be filled by a qualified person, from that region.

The person so chosen shall hold office (subject to the provisions aforesaid) for the balance of the unexpired term of the vacated position.

20. TERM OF OFFICE

The chair and vice chair of the ACAATO and the regional chairs of the executive committee of the Council of Governors shall hold office until such time as they resign, are removed, or their term expires as long as their college remains a member of the ACAATO.

21. NO REMUNERATION

All board members and members of committees and councils of the ACAATO shall serve without remuneration and no such person shall directly receive any profit from his/her position as such; provided that any such person may be paid reasonable expenses incurred in the performance of his/her duties.

22. GENERAL PROCEDURES CONCERNING MEETINGS OF CONSTITUENT GROUPS

(a) The following are constituent groups of the ACAATO:

(i) The Executive Committee of the ACAATO Board of Directors
(ii) The Council of Governors
(iii) The Executive Committee of the Council of Governors
(iv) The Council of Presidents
(v) The Executive Committee of the Council of Presidents
(vi) Regional Committees

(b) Each constituent group shall hold meetings as often as, and at such times as, it deems necessary.

(c) Notices of meetings of each constituent group shall be given to the members of said group in such manner as the members themselves decide.

23. DUTIES OF OFFICE HOLDERS

(a) The chair of the ACAATO shall preside at all special and annual general meetings and meetings of the Board of Directors. He/she shall also be responsible for coordinating the activities of the members of the Board of Directors; and for ensuring that all office holders are properly carrying out their respective duties and obligations.

The chair of the ACAATO, with the consent of the board members present at any meeting of the Board of Directors, may adjourn the same and no notice of such adjournment need

be given to all board members. Any business may be brought before or dealt with at any subsequent meeting which might have been decided at the original board meeting in accordance with the notice calling for same.

(b) The vice chair of the ACAATO shall preside at all special and annual general meetings and meetings of the Board of Directors at which the chair of the ACAATO is absent. The vice chair of the ACAATO shall assist the chair of the ACAATO in all possible ways to carry out his/her duties and responsibilities. Should both the chair and vice chair of the ACAATO be absent or unable to act, the performance of their powers and duties shall be delegated to a regional governor chair of the executive committee of the Council of Governors.

(c) The secretary-treasurer, who shall be elected, for geographical reasons, by the central region presidents from among their members pursuant to 13 (b), shall be responsible for performing the usual duties performed by a secretary-treasurer including the custody, receipt and disbursement of the funds of the ACAATO, the keeping of accounts, and the preparation of financial statements. He/she shall prepare financial statements and present them to the annual general meeting held each year. In addition, the secretary-treasurer shall be responsible for the preparation of agendas for all annual general and special meetings as well as for all meetings of the Board of Directors and shall be responsible for recording the minutes for each and everyone of these meetings. He/she shall be responsible for sending out copies of the aforementioned agendas and minutes prior to such meetings to all members of the ACAATO in the case of annual, general and special meetings and to all board members in the case of meeting of the Board of Directors. He/she shall also liaise with the chair of the ACAATO so as to ensure that all items that ought to be included on the agendas are so included. The secretary-treasurer shall also be responsible for receiving and ensuring that all correspondence is answered or dealt with in such manner as the Board of Directors deems appropriate.

(d) In all cases of death, resignation, retirement or removal from office of an office holder, all books, papers, vouchers, money and other property of whatever kind in his/her possession or under his/her contract belonging to the ACAATO shall be delivered to the executive committee of the Board of Directors.

24. INDEMNITIES TO MEMBERS OF THE BOARD OF DIRECTORS AND OTHERS

Every board member or officer of the Board of Directors of the ACAATO, or any other person who has undertaken or is about to undertake any liability on behalf of the ACAATO and its heirs, executors, administrators and estate, respectively, shall at all times be indemnified and saved harmless out of the funds of the ACAATO from and against all costs, charges, and expenses whatsoever which such board member, office holder or other person sustains or incurs in or about an action, suit or proceeding which is brought or prosecuted against him/her for, or in respect of any act, deed, matter or thing whatsoever made, done or permitted by him/her or about the execution of the duties of his/her office except such costs, charges or expenses as are occasioned by his/her own wilful neglect.

25. RESOLUTIONS AND AMENDMENTS

(a) The by-laws of the ACAATO may be amended at any annual general or special meeting of the ACAATO by a special resolution adopted by a two-thirds majority vote of the member colleges of the ACAATO present and voting at any such meeting.

(b) Notice to amend or introduce any by-law shall be given in writing, pursuant to the notice requirements contained in clause 8 (a) and (d) of these by-laws.

(c) Any resolution other than a special resolution to amend a by-law shall be deemed passed if a majority of the member colleges present vote in favour of such resolution.

26. INTERPRETATION

In all by-laws and special resolutions of the ACAATO, the singular shall include the plural and the singular. The word "person" shall include corporations and unincorporated, non-governmental organizations. Whenever references are made in any by-law or any special resolution of the ACAATO or to any statue or section thereof, such references shall be deemed to extend and apply to any amendment or reenactment of such by-law, statue or section thereof as the case may be.

27. BOOKS AND RECORDS

The books and records of the ACAATO shall be open to inspection by members at all reasonable times upon reasonable notice at the office of the ACAATO.

28. SIGNATURES AND CERTIFICATION OF DOCUMENTS

Contracts, documents, or other instruments in writing requiring a signature of the ACAATO shall be signed by the executive director and one of the chair or vice chair of the ACAATO, or the chair or vice chair of the Council of Presidents, or the secretary-treasurer, and all contracts, documents, and instruments in writing so signed shall be binding upon the ACAATO without any further authorization or formality. The executive committee of the ACAATO Board of Directors shall have the power to appoint a board member, board members, member or members of the executive committee of the Board of Directors, or employees, on behalf of the ACAATO to either sign contracts, documents, and instruments in writing, generally or to sign specific contracts, documents, and instruments in writing. The seal of the ACAATO, when required, may be affixed to contracts, documents, and instruments in writing signed by the executive director of the ACAATO and either the chair or vice chair of the ACAATO and either the chair or vice chair of the Council of Presidents.

29. WINDING UP

It is the unalterable provision of this bylaw that members of the ACAATO shall have no interest in the property and assets of the ACAATO; and that upon dissolution or winding up of the ACAATO, any funds and assets of the ACAATO remaining after satisfaction of its debts and liabilities, shall be distributed to the colleges of applied arts and technology of Ontario from which the current membership, at the time, is drawn on the basis of the formula adopted regarding membership contributions.

Passed by the ACAATO and sealed with the corporate seal this _____.

Collège CAMBRIAN College

BOARD OF GOVERNORS RESOURCE MANUAL

SECTION III
COLLÈGE CAMBRIAN COLLEGE

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3.0 COLLÈGE CAMBRIAN COLLEGE

3.1 *EXECUTIVE STAFF PROFILES*

3.0 COLLÈGE CAMBRIAN COLLEGE

3.2 *OVERVIEW*

Cambrian College in Sudbury is one of the 23 colleges of applied arts and technology that comprise the Ontario College System. Established in 1967, the College System provides career-oriented education that combines theory with practical, hands-on experience to ensure an educated, skilled graduate who is more quickly and easily integrated into the work force.

Created to provide para-professional educational opportunities, the Ontario College System serves a client base ranging from the high school graduate to members of the business, industrial and professional communities...from those just learning to read to the highly skilled...from the young to the not so young.

Cambrian College not only exemplifies the System, but also reflects the role education has come to play in effecting social, cultural and economic change.

Cambrian is the largest bilingual post-secondary institution in Northern Ontario and the only College that provides a comprehensive range of programs and services to the First Nations peoples. More than 6,500 full-time students are enrolled in business, applied arts, health sciences, technology, human services, apprenticeship, trades and skills programs, with an additional 15,000 clients annually accessing part-time personal, professional and human resources development courses and seminars.

Cambrian offers over 140 full-time programs and about 900 part-time programs, courses, seminars, customized training packages and distance education opportunities. Encompassed in this range of offerings are more than 50 French language programs and courses and 7 programs designed specifically for the Native community. Under Cambrian's unique administrative structure, a Vice-président, académique has responsibility for French language programs and a Vice President, Academic has responsibility for English language programs. College services are available in both French and English. The College also boasts three student governments - the Students' Administrative Council, l'Association des étudiants francophone du collège Cambrian and the Cambrian Native Student Association.

Cambrian exemplifies the Canadian mosaic with more than 500 First Nations students, over 1,200 francophone students, and a remaining population that is reflective of the multi-cultural community the College serves.

Sudbury and other northern communities are growing, are diversifying, are becoming leaders in the global economy. And so, too, is Cambrian. Working in partnership with the business, industrial and professional communities, Cambrian helps ensure a continued skilled and competitive work force. It is a partnership of many benefits. Through a variety of employee and management professional development opportunities, Cambrian assists business, industry and the professions address their human resources requirements. In turn, these communities, through membership on the College's Program Advisory Committees and the Board of Governors, assist Cambrian in ensuring that programs and courses remain relevant and that graduates have the competitive edge in the job market.

3.3 *QUICK FACTS*

- to follow

3.4 *MISSION STATEMENT*

At its October 27, 1988 meeting, the Cambrian Board of Governors approved a revised Mission Statement and a Statement of Values for the College. The Mission Statement and Statement of Values, copy of which follow, establishes the values, beliefs and guidelines for the way in which Cambrian College serves its students and determines the relationship it will have with its staff and the rest of the College.

Undertaking a review of Cambrian College's Mission Statement was the result of a recommendation made at a management retreat held in June, 1987. To redevelop a Mission Statement in more comprehensive terms, President Glenn Crombie invited the College community to participate in a Mission Review process. About 40 volunteers took part, with representatives from administration, faculty and support staff. A committee consisting of Don Lake, Teaching Master, English and General Studies; Ray Labrecque, Teaching Master, Services communautaires et de la santé; Hilde Hunter, Manager, Continuing Education; Rachelle Niemela, Secretary, Trades Training; Karen Shaw, Chairman, Support Programs; and Jack Boyd, Support Services Officer, Ontario Skills Development Office, then developed a draft Mission Statement and Statement of Values and a copy was sent to the College community for review. A final document was produced based on the input received.

The Cambrian community includes every person who participates in the life of the College. We provide opportunity for people of all abilities and backgrounds to discover their potential and fulfil their aspirations.

It is our mission to:

- Provide opportunities for educational, vocational, professional, social, linguistic, and cultural development.
- Create an innovative learning experience to meet diverse and changing needs.
- Promote a sense of pride and achievement through the recognition of personal accomplishment.
- Enhance quality of life by encouraging the development of life-long learning skills.
- Anticipate and identify social and economic opportunities and challenges.
- Foster a Northern Spirit and draw upon our northern heritage and its cultural diversity.

As members of the College community, we shall achieve our mission by making the following values explicit in our attitudes, decisions and actions:

Respect

- We respect the dignity and uniqueness of each individual.
- We believe in the fundamental right of people to realize their potential.
- We value the cultural and linguistic heritage of each person.

Trust

- We believe in the integrity of each person and that his/her motives are trustworthy.
- We trust each other as individuals, sharing ideas, seeking opinions and accommodating differences.

Excellence

- We strive for excellence in all of our endeavours.
- We take pride in providing services of the highest quality.

Creativity

- We value originality and vision.
- We encourage initiative and flexibility.
- We promote creativity in its broadest form of expression.
- We challenge each person to be a risk-taker to fulfil his/her maximum potential.

3.5 *COLLEGE OBJECTIVES*

1. Research, develop and deliver programs and services that reflect responsiveness and relevance to the current and future vocational, professional, cultural, social, linguistic, and economic needs of the community we serve.

2. Enhance, expand, promote and develop French language programs and services for the Franco-Ontarian community.

3. Enhance, expand, promote and develop aboriginal language programs and services for the First Nations community.

4. Create an innovative and challenging learning experience and supportive environment for those who have special or unique needs.

5. Enhance student academic achievement and success through effective recruitment, admissions, retention, graduate placement, provision of teaching/learning resources and appropriate student administrative services.

6. Provide effective human resource planning, development and support services for all employees in an environment which optimizes personal and professional growth and accomplishment.

7. Provide operational stability and accountability through the implementation of effective planning processes, financial/administrative procedures, physical resources management, and operational and program evaluation.

3.6 *CAMBRIAN'S HISTORY*

September, 1966	Board of Governors appointed and initial planning started for the College which was designated to serve the Districts of Algoma, Manitoulin, Sudbury and Nipissing.
February, 1967	Mr. John T. Koski, formerly Principal of the Northern Ontario Institute of Technology, was appointed President.
September, 1967	Classes began on three campuses: • North Bay - in rented facilities • Sault Ste. Marie - formerly the Ontario Vocational Centre • Sudbury - in the leased and renovated Sacred Heart College building on Notre Dame Avenue.
December, 1967	A 150 acre site at Barrydowne Road and Maley Drive in New Sudbury was purchased for the College's permanent campus.
January, 1969	Ontario Manpower Retraining Program was taken over by the College.
September, 1972	Following five years of rapid growth, the campuses became separate, independent colleges. The Sudbury campus retained the name Cambrian College and now serves the Districts of Sudbury and Manitoulin. The North Bay campus became Canadore College, serving the District of Nipissing. The Sault Ste. Marie campus became Sault College, serving the District of Algoma.
February, 1972	Stage I of the Barrydowne Campus was completed.
	The Board of Governors approved a policy establishing one faculty member, one support staff member and one student representing S.A.C.
1973	Stage II of the Barrydowne Campus was completed.
	The Board of Governors established a Comité consultatif de langue française to be responsible for making recommendations pertaining to the educational and cultural needs of the French-speaking community.
September, 1973	The Northern Ontario Regional Health Science School on Regent Street became the third campus. With the transfer came a 203-bed student residence.
1975	Cambrian College was designated a bilingual institution by the Board of Governors.
May, 1977	The Polytechnical Division moved out of the Notre Dame Campus and into Stage III of the Barrydowne Campus, leaving the college with the two major, modern campuses at Barrydowne Road and Regent St.
September, 1977	Stage III of the Barrydowne Campus opened for classes.
1978	The College's administrative structure was reorganized to include a distinct division for French Language programs and a dean, reporting directly to the President, was appointed to facilitate the development of French language programs.

September, 1978	Athletic facilities, including a playing field, a field house, tennis courts, and a softball diamond were opened at the Barrydowne Campus.
	L'association des étudiants francophones du collège Cambrian was declared an independent student government.
1979	A 30,000 square foot Industrial Training Centre at the College's Barrydowne Campus was completed. The Centre provides shop space for most of Cambrian's trades and apprenticeship programs.
1981	The Board of Governors amended its policy concerning observers to the Board to include participation of a representative of L'Association des étudiants francophones du collège Cambrian.
January, 1981	Stage IV of the Barrydowne Campus was completed. It contains a double gym, two racquet ball courts, three squash courts, a weight training room, two saunas, change rooms, seminar rooms, lecture theatres, dining rooms for special functions, office space and a large multi-purpose room for lectures and banquets. The official opening of Stage IV took place on April 22, 1981.
September, 1982	Glenn N. Crombie, formerly President of Olds College, Olds, Alberta, was appointed President.
October, 1982	The Northeastern Ontario Occupational Health and Safety Resource Centre (headquartered at Cambrian) was officially opened by the Minister of Labour.
1983	Fondation Cambrian Foundation was established.
May, 1983	A Staff Development Committee was established.
	The Franco-Ontarian banner was raised at Cambrian College.
November, 1983	The Dragon's Lair, a boutique which stocks student produced works, was officially opened.
1984	A full-time native student counsellor was appointed and space was allocated for a Native Student Activity Centre.
June, 1985	The first Manitoulin/Espanola Convocation was held on Manitoulin Island on June 15, 1985.
October, 1985	A dedication of the Cambrian College Student and Alumni Activity Centre was held at Fondation Cambrian Foundation.
February, 1986	The first Women's Day was held on Manitoulin Island on February 15, 1986.
March, 1986	The first Winter Convocation held specifically for students in skills training programs took place on March 22, 1986.
	Women's varsity curling team captured the Canadian College Athletic Association Championships held in Kamloops, B.C.
June, 1986	The Education & Employment Equity Office was established.

July, 1986	Satellite Futures centres in Espanola, Manitoulin Island and Noelville were established.
September, 1986	The official opening of the Student and Alumni Activity Centre at Fondation Cambrian Foundation was held on September 19, 1986.
	Five programs took on a co-operative education format.
	President Crombie announced the establishment of the Linguistic Centre.
October, 1986	A Principal, Manitoulin Island and the North Shore was appointed.
November, 1986	The official opening of Cambrian's Achieve Performance Centre took place on November 13, 1986.
	Wabnode Institute (Cambrian's centre for the advancement of Native organizations and education) was established at the Barrydowne campus.
1987	The Board of Governors of Cambrian College submitted its request to be designated as a public service agency providing French language services as per Bill 8.
	The College developed and submitted to the Ministry of Colleges and Universities for funding consideration, a five-year plan encompassing the College's proposed initiatives for the expansion of programs and services for Franco-Ontarians.
March, 1987	Cambrian was designated the Ontario Centre for Ground Control Training.
October, 1987	Contact North/Contact Nord Distance Education Network jointly operated by Cambrian College and Laurentian University, was officially opened.
November, 1987	The official opening of L'Arc-en-ciel (French Day Care Centre) was held on October 22, 1987.
1988	The Board of Governors submitted a request to the Ministry of Colleges and Universities for the establishment of a francophone wing/pavilion to enhance the milieu for the College's Franco-Ontarian students and to alleviate a critical space shortage.
	Le Conseil du collège and College Council began their mandates to provide advice to the President on matters relating to academically-related policy matters.
February, 1988	Opening celebration of Fontaine Bleue, Cambrian's new dining room.
1989	The Board of Governors established a standing committee, Le Comité des affaires francophones, to make recommendations in matters pertaining to the on-going promotion, development and growth of the francophone culture and the French language through programs and services within the college and the francophone community.
	The official opening of the Centre d'appui à l'apprentissage and the Special Needs Centre was held.
April, 1989	Phase II of the Industrial Training Centre (Barrydowne campus) was officially opened by the Minister of Colleges and Universities.

1990	In November, the College announced the establishment of L'Institut canadien de gestion des richesses naturelles. Specializing in French language teaching and research related to environment management, the Institut is involved in the development and delivery of post-secondary programs in ecological sciences and programs tailored specifically for forestry and mining companies.
1990	The Ministry of Colleges and Universities provided funding and designated Cambrian College to develop and implement a training program for first year teachers of French Language programs. The programs draw francophone college teachers from all over Northern Ontario.
March, 1990	The Nursing Assistant (RNA) program comes under College umbrella.
June, 1990	Fondation Cambrian Foundation launched a $3.3 million campaign - Investing In Our Northern Heritage.
September, 1990	Establishment of the Native Affairs Standing Committee of the Board at the September 27, 1990 Board of Governors Meeting.
October, 1990	Official opening of the Community Career Centre was held on October 16, 1990.
June, 1991	Native Student government formed.

3.7 *FRENCH LANGUAGE EDUCATION HISTORY*

1966 Board of Governors was appointed and initial planning started for the College which was designated to serve the Districts of Algoma, Manitoulin, Sudbury and Nipissing.

1972 Following five years of rapid growth, the campuses became separate, independent colleges. The Sudbury campus retained the name Cambrian College and now serves the Districts of Sudbury and Manitoulin. The North Bay campus became Canadore College, serving the District of Nipissing. The Sault Ste. Marie campus became Sault College, serving the District of Algoma.

1973 The Board of Governors established a Comité consultatif de langue française to be responsible for making recommendations pertaining to the educational and cultural needs of the French-speaking community.

1975 Cambrian College was designated a bilingual institution by the Board of Governors.

1976 The francophone faculty association, now known as Le Regroupement des enseignants francophones du collège Cambrian, was formed.

Cambrian College, in conjunction with Centres des Jeunes, began to offer additional continuing education courses in French.

1977 The Board established an ad hoc committee with members of the Operations (Education) Committee and members of the CCLF to study and report on matters pertaining to the bilingual development of Cambrian.

1978 The College's administrative structure was reorganized to include a distinct division for French Language programs and a dean, reporting directly to the President, was appointed to facilitate the development of French language programs.

The multi-year plan (the College's long-range planning instrument) documented a specific corporate objective to increase the French language programs and services so as to more adequately meet the needs of the francophone population of the area.

L'Association des étudiants francophones du collège Cambrian was declared an independent student government.

1979 The Ministry of Colleges and Universities initiated a policy to provide incremental funding to offset some of the higher direct costs associated with delivering French and/or bilingual programs.

1981 The Board of Governors amended its policy concerning observers to the Board to include participation of a representative of L'Association des étudiants francophones du collège Cambrian.

1983 The Franco-Ontarian banner was raised at Cambrian College.

1984 The College underwent a major reorganization which resulted in a streamlined administrative structure, reinforcing distinct English and French academic divisions and increasing services in French.

1985 The traditional joint Program Advisory Committee structures were reviewed and revised. The establishment of distinct Program Advisory Committees directed a greater focus to French language and bilingual programs.

1986 In March, Cambrian College established a Linguistic Centre to provide members of the public and private sectors with the opportunity to learn and become proficient in a second language, to develop and appreciation for the history and culture of the people whose language they are studying, and to have access to associated areas of study and services such as translation, linguistics, interpretation and proofreading.

The CCLF began a series of think-tank sessions to assist in the refinement of a comprehensive strategic direction for French language education at Cambrian College.

In November, the French Language Services Act (Bill 8) was proclaimed.

1987 The Board of Governors of Cambrian College submitted its request to be designated as a public service agency providing French language services as per Bill 8.

The official opening of L'Arc-en-ciel (French Day Care Centre) was held.

The College developed and submitted to the Ministry of Colleges and Universities for funding consideration, a five-year plan encompassing the College's proposed initiatives for the expansion of programs and services for Franco-Ontarians.

1988 The Board of Governors submitted a request to the Ministry of Colleges and Universities for the establishment of a francophone wing/pavilion to enhance the milieu for the College's Franco-Ontarian students and to alleviate a critical space shortage.

Le Conseil du collège began its mandate to provide advice to the President on matters relating to the quality of French language education.

Board of Governors approved the College's revised Déclaration sur la mission et sur l'Ethique du collège/Mission and Values Statement.

Cambrian College was granted for the first time, a share of MCU's high priority funding (Bill 8) for the accelerated development of French language programs and services.

1989 The Board of Governors established a standing committee, Le Comité des affaires francophones, to make recommendations in matters pertaining to the on-going promotion, development and growth of the francophone culture and the French language through programs and services within the college and the francophone community.

The official opening of the Centre d'appui à l'apprentissage and the Special Needs Centre was held.

1990 In August, the Board of Governors presented a brief to the Advisory Commission on French Language College Services in Northern Ontario. In its presentation, the College expressed support for the establishment of a culture-based French college in Northern Ontario should the government proclaim such a decision. The College also renewed its commitment to provide and enhance French language programs and services that reflect responsiveness and relevance to the current and future vocational, professional, cultural, social, linguistic and economic needs of Franco-Ontarians.

1990 In November, the College announced the establishment of L'Institut canadien de gestion des richesses naturelles. Specializing in French language teaching and research related to environment management, the Institut is involved in the development and delivery of post-secondary programs in ecological sciences and programs tailored specifically for forestry and mining companies.

The Ministry of Colleges and Universities provided funding and designated Cambrian College to develop and implement a training program for first year teachers of French Language programs. The programs draw francophone college teachers from all over Northern Ontario.

3.8 *NATIVE EDUCATION HISTORY*

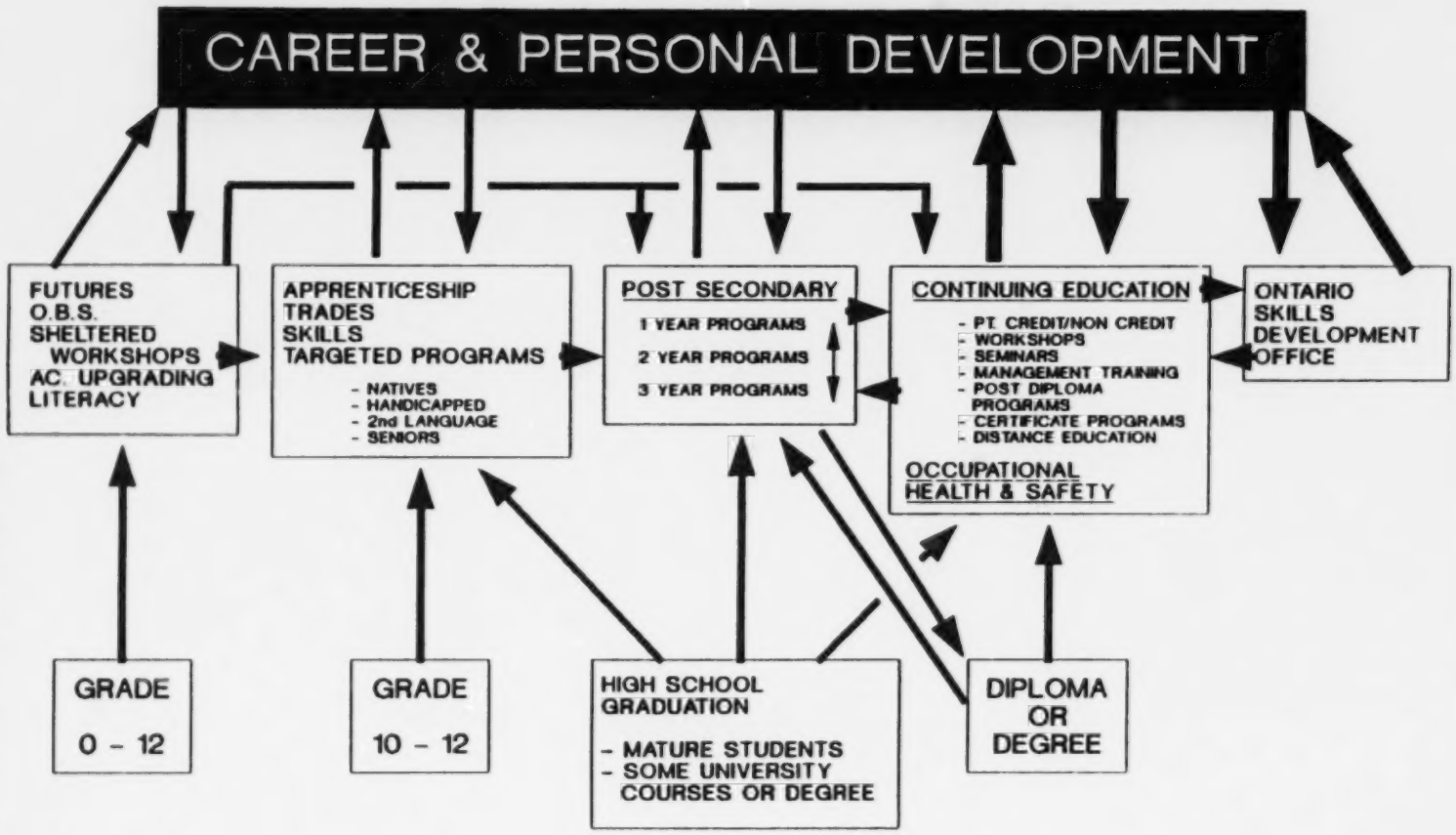
HISTORY

September, 1974	Basic Training/Skills Development first offered at Wikwemikong First Nation.
September, 1977	Basic Training/Skills Development offered at West Bay First Nation.
September, 1977	Wasse-Abin, Wikwemikong established to provide students with College level course in the general studies area. Funded by Department of Indians Affairs. Counselling services provided on Manitoulin Island.
September, 1978	Full time native counsellor hired for Main Campus. Funded through Department of Indian Affairs.
September, 1979	Indian Affairs withdrew funding for Wasse-Abin, Wikwemikong.
September, 1980	Community Health Representative Specialist Program initiated.
September, 1982	Indian Affairs withdrew funding for on-campus native counsellor. Wikwemikong funded a part-time position for one year.
September, 1983	Part-time Native Counselling position funded through College operating grant.
October, 1984	Full-time Native counselling position funded through College operating grant.
September, 1984	General Arts Native Studies - one year certificate offered.
November, 1984	Advisory Committee established to develop Native Child and Family Worker program.
June, 1985	First Annual Convocation ceremonies on Manitoulin Island.
September, 1985	Native Child and Family Worker Diploma program approved and offered.
September, 1986	General Arts Skills Training, two year diploma program initiated.
November, 1986	Cambrian College and Mohawk College, chosen to develop a post secondary program to train Community Health, Addiction and Alcohol and Mental Health workers. The development of the program to be done in conjunction with the Union of Ontario Indians, Association of Iroquois and Allied Indians and the Anigawncigig Institute.
December, 1986	The Centre for the Advancement of Native Education was established at the Barrydowne Campus. An Advisory Committee was formed.
April, 1987	First Annual Native Awareness Days initiated.
May, 1987	Visions for the Future Conference - focusing on post-secondary educational needs of Native people.
June, 1987	The Centre was named the Wabnode Institute. It received its name from Elder Mary Assinewe.

September, 1987	Native Community Care Counselling and Development program approved. First intake of students in the Distance Education program admitted.
June, 1988	The Association of Canadian Community Colleges Spotlight Award for "outstanding and innovative co-operative endeavours" award to Cambrian College/Mohawk College/Union of Ontario Indians/Anigawncigig Institute Association of Iroquois and Allied Indians for the "Native Community Care Counselling and Development Program".
June, 1988	The proposal now known as the Manitou M'Nissing Centre was initiated as a result of the West Bay: Feasibility Study of a Cultural & Tourism Training Centre.
September, 1988	Second full-time native counselling position secured. This second position was funded through Indian and Northern Affairs.
October, 1988	The First Annual "Harvest of Knowledge", Traditional Gathering and Workshop was held.
1989	M.C.U. establishes a Native Advisory Committee, including membership from Cambrian College's Wabnode Institute
May, 1989	R. K. Miskokoman, Grand Council Chief Union of Ontario Indians presents a plaque acknowledging the College contribution to Native education at the Convocation ceremonies.
June, 1989	Native Student Centre established.
September, 1989	Native Community Care Counselling and Development Program offered as a full-time on-campus program. Funding for the second entry of full-time distance delivery option of the program was again secured from Canada Employment & Immigration, Health & Welfare Canada and Indian and Northern Affairs.
September, 1989	Indian and Northern Affairs funding for the second full-time Native Counselling position ceases. Position now funded through the Native Community Branch.
October, 1989	Advisory Committee for the First Nations Lands Management program struck.
December, 1989	Chair, Wabnode Institute appointed to Ministry of College and University Native Education Task Force.
August, 1990	Cambrian College chosen to develop a native specific Early Childhood Education program in conjunction with the Union of Ontario Indians, The Native Community Team and the Anigawncigig Institute.
September, 1990	The Native Community Branch funding ceases for the second full time native counselling position. This position now funded through College operating grant.
September, 1990	A third entry to the Native Community Care Counselling and Development program in distance education is secured again through Federal funding.
September, 1990	The Board of Governors establishes a Committee on Native Affairs.

January, 1991	First Nations Lands Management program approved by the Ministry of College and Universities.
January, 1991	Report of the Ministry of Colleges and Universities Native Advisory Committee proposed Native Education and Training Strategy submitted to the Minister.
January, 1991	The native specific Early Childhood Education program submitted for approval to M.C.U.
May 1991	M.C.U.'s Native Education and Training Strategy approved by Minister.
June, 1991	Native Student government formed.
September 1991	Binoojiinyag Kinoomaadwin, native Early Childhood Education program offers first intake.

LEARNING OPPORTUNITIES - CAMBRIAN COLLEGE



FUTURES

- two components, Pre-Employment Preparation and Work Experience.
- at height of activity, approx. 2,500 clients per year; currently approx. 800 clients.
- offered in Sudbury, Noelville, Espanola, and Little Current.

ONTARIO BASIC SKILLS/FORMATION DE BASE DE L'ONTARIO

- approx. 600 clients annually.
- fixed budget for the past four years.
- a waiting list of approx. 200 clients at any point in time.

SHELTERED WORKSHOPS

- directed at social assistance recipients.
- offered at off-campus locations.
- deliver life skills, literacy, numeracy, trades, and office skills.

ACADEMIC UPGRADING

- approx. 550 clients per year from the following sources:
  - WCB referrals
  - "fee payers" from the community
  - College Exploration students
  - CEC direct purchases

LITERACY

- literacy and numeracy is a very important component of the above programs.

GENERAL NOTES ON THE ABOVE

- *200 to 300 of these students go on to further training and education in Trades, Skills, and post-secondary programs.*

APPRENTICESHIP

- limited number of programs: Cook, Carpentry, Industrial Maintenance Mechanic, Fitter Structural Steel/Plateworker.
- pre-apprenticeship programs.
- day-release or block-release.
- funded by the Ministry of Skills Development - approx. $350,000 per year.

TRADES/SKILLS

- a wide variety of programs: for example, Appliance Servicing and Refrigeration, Masonry, Cabinet Making, Drafting, Gas Fitter, Heavy Duty Equipment Mechanic, Welder, Stationary Engineering, Machine Shop, Travel Counsellor, Horticulture, Word Processing Operator, Clerk Typist.
- offered to fee payers and sponsored students.

TARGETED PROGRAMS

- Natives:
  - A number of programs specifically directed at Natives i.e. General Arts and Science - Native Option, General Arts Skills Training, Native Community Care: Counselling and Development, Native Child and Family Worker.
  - Two additional programs planned for September 1991
    - First Nation Lands Management
    - Native Early Childhood Education
  - Approximately 500 Native students enrolled.
- Handicapped:
  - Programs: THAT (Training the Handicapped Adult in Transition), Pre-Vocation (in cooperation with Participation Projects).
  - Services: Special Needs Centres French and English, services provided to physically challenged and learning disabled, deal with 150 to 200 students per year.
- Second Language: offer English as a Second Language, French as a Second Language, Ojibwe.
- Seniors:
  - Renaissance Sudbury: Cambrian is a partner with Laurentian University and the Canadian Mental Health Association.
  - Elderhostel: offered in Sudbury, Manitoulin Island, Espanola.
  - Continuing Education: normally offers special fees for seniors (50% discount).

POST SECONDARY

- a wide range of programs offered in French and English.
- one, two and three-year programs.
- in Health Sciences, Technology, Business, Human Services, Communication and Creative Arts, Hospitality and Tourism, Athletics.
- approx. 4,000 full-time students.
- students can move from one-year to two-year to three-year programs.
- students can move from program to program.
- College Exploration, French and English: approx. 600 students in the winter semester.
- informal transfer arrangements exist with a number of universities.

CONTINUING EDUCATION

Credit/Non-Credit

- approx. 15,000 course registrations.
- approx. equally divided between credit and non-credit.
- credit includes such things as computer courses, mathematics, and highly technical courses such as mine ventilation.
- non-credit include courses such as ballroom dancing, dog obedience, ceramics.

Workshops/Seminars

- customized training offered to business and industry, large and small, i.e. Inco, Falconbridge, E.B. Eddy, as well as numerous small business.
- approx. $1 million of business.

Post Diploma Programs

- mostly in the health/social sciences field, i.e. Critical Care Nursing, Alcohol and Drug Dependency.
- delivered on a part-time basis to practitioners who already have a College diploma or University degree.

Certificate Programs
- Examples: Accounting, Occupational Health and Safety.
- offered on a part-time basis.

Distance Education
- offered through Contact North.
- can access approximately 60 sites across Northern Ontario.
- approx. 1,000 student registrations.
- limited number of programs, i.e. Ambulance and Emergency Care, General Business, first year of Early Childhood Education.

NORTHEASTERN ONTARIO OCCUPATIONAL HEALTH AND SAFETY CENTRE

- offer an information, training, and consulting service.
- funded by the Ministry of Labour.

ONTARIO SKILLS DEVELOPMENT OFFICE

- is a consulting service to assist businesses in their human resources planning.
- does not do training, but refers clients to sources of training, i.e. Cambrian College or private trainers.
- funded through Ontario Skills.

September/Septembre 1991

ORGANISATION ADMINISTRATIVE ORGANIZATION

Collège Cambrian College

NOTE:

1 A bilingual statement indicates bilingual departmental services. If the individual is also bilingual, her/his title is listed first in French, then in English. If the individual is not bilingual, then her/his title is listed first in English.

Un titre bilingue indique que le département/service en question offre des services bilingues. Si le(la) titulaire du poste est bilingue, son titre paraît d'abord en français, ensuite en anglais. Si le(la) titulaire est unilingue, son titre paraît d'abord en anglais.

2 ( ) indicates a faculty member with special administrative responsibilities.

( ) indique les professeurs qui ont des responsabilités administratives spéciales.

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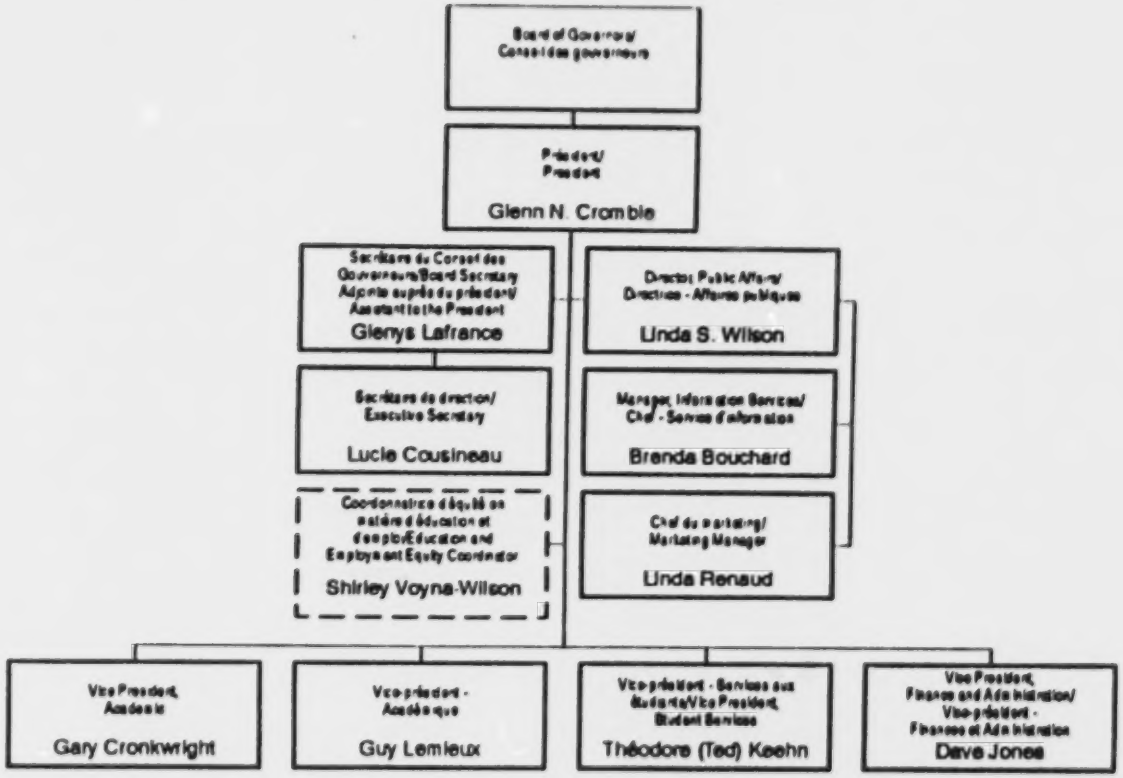
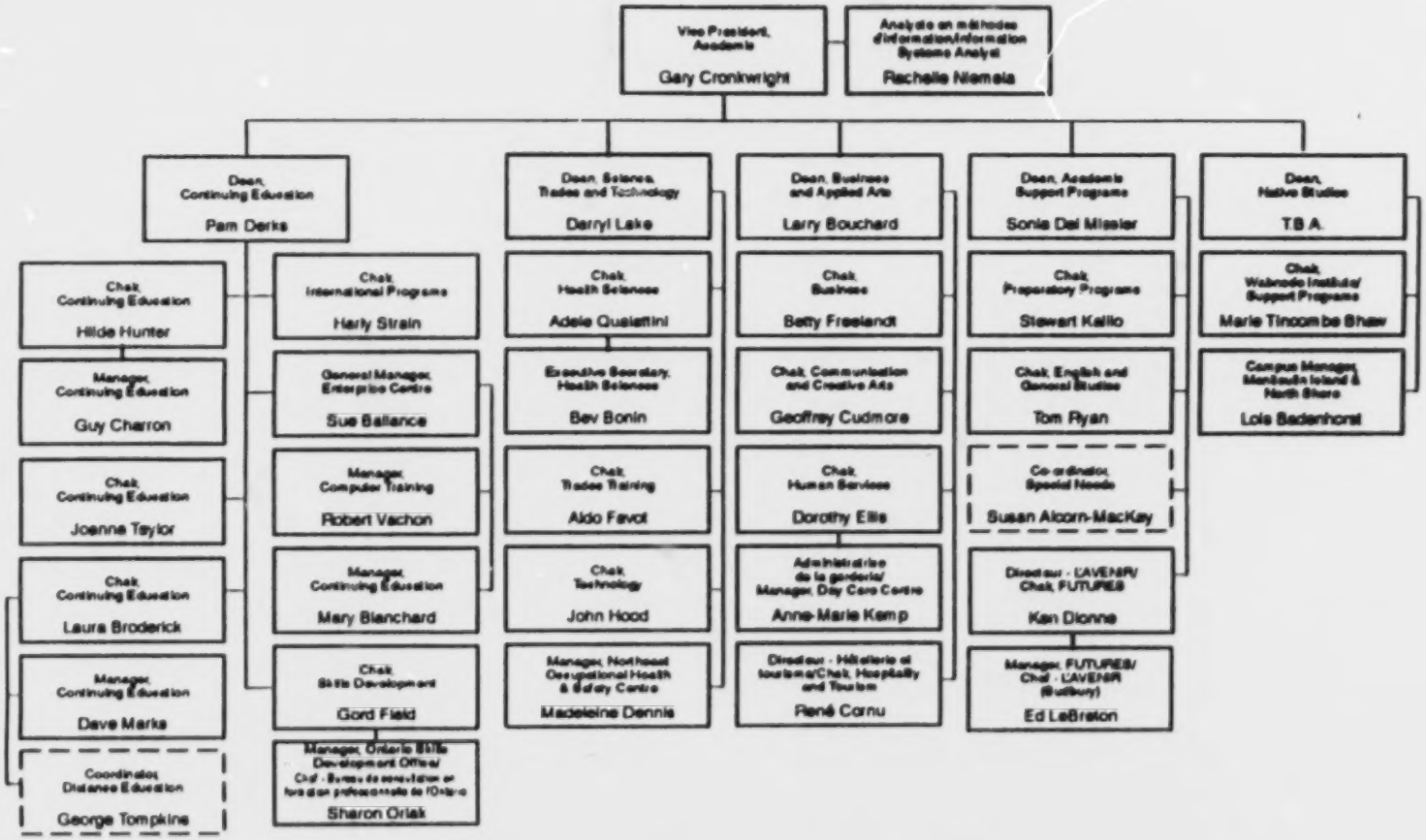

Board of Governors/
Conseil des gouverneurs
President/
President
Glenn N. Cromble
Secrétaire du Conseil des Gouverneurs/Board Secretary
Adjointe auprès du président/
Assistant to the President
Glenys Lafrance
Director, Public Affairs/
Directrice - Affaires publiques
Linda S. Wilson
Secrétaire de direction/
Executive Secretary
Lucie Cousineau
Manager, Information Services/
Chef - Services d'information
Brenda Bouchard
Coordonnatrice d'équité en matière d'éducation et d'emploi/Education and Employment Equity Coordinator
Shirley Voyna-Wilson
Chef du marketing/
Marketing Manager
Linda Renaud
Vice President,
Academic
Gary Cronkwright
Vice-président -
Académique
Guy Lemieux
Vice-président - Services aux étudiants/Vice President,
Student Services
Théodore (Ted) Keehn
Vice President,
Finance and Administration/
Vice-président -
Finances et Administration
Dave Jones



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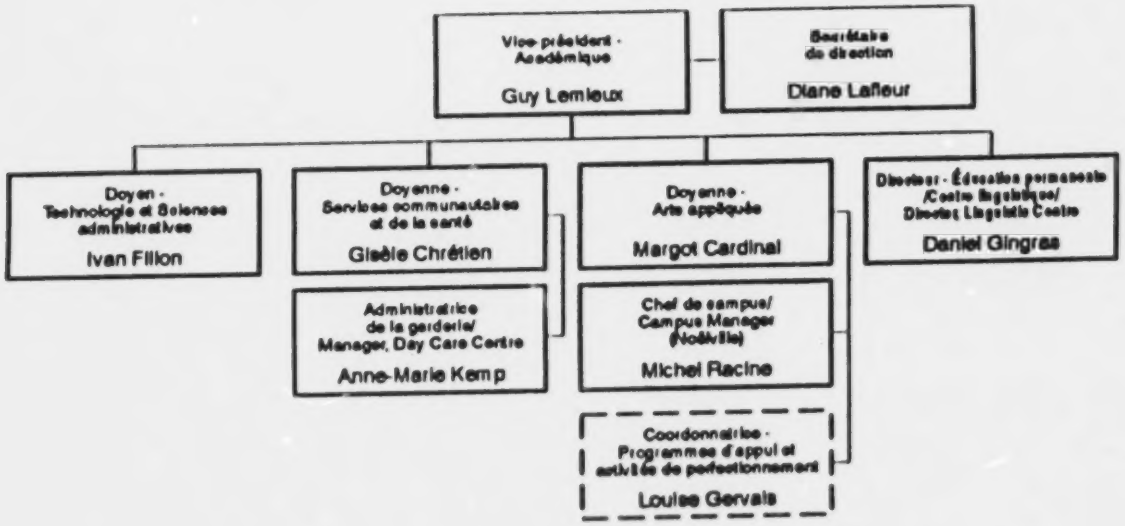
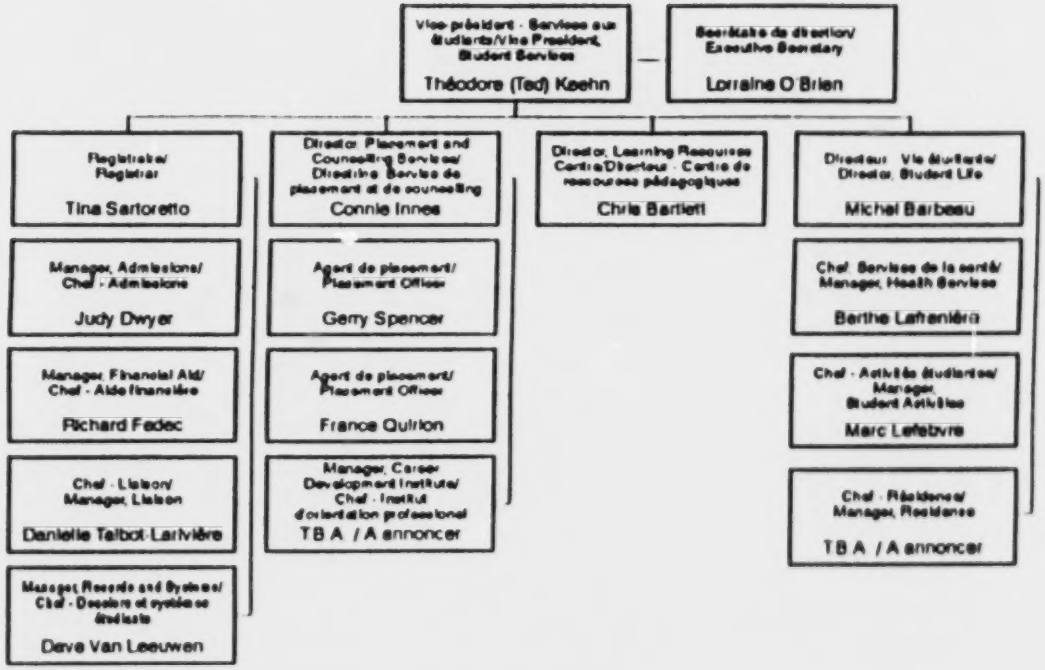

Vice-président - Académique
Guy Lemieux
Secrétaire de direction
Diane Lafleur
Doyen - Technologie et Sciences administratives
Ivan Filion
Doyenne - Services communautaires et de la santé
Gisèle Chrétien
Doyenne - Arts appliqués
Margot Cardinal
Directeur - Éducation permanente /Centre linguistique/ Directeur Linguistic Centre
Daniel Gingras
Administratrice de la garderie/ Manager, Day Care Centre
Anne-Marie Kemp
Chef de campus/ Campus Manager (Noëlville)
Michel Racine
Coordonnatrice - Programmes d'appui et activités de perfectionnement
Louise Gervais


Vice-président - Services aux étudiants/Vice President, Student Services
Théodore (Ted) Keehn
Secrétaire de direction/ Executive Secretary
Lorraine O'Brien
Registraire/ Registrar
Tina Sartoretto
Director, Placement and Counselling Services/ Directeur, Services de placement et de counselling
Connie Innes
Director, Learning Resources Centre/Directeur - Centre de ressources pédagogiques
Chris Bartlett
Directeur - Vie étudiante/ Director, Student Life
Michel Barbeau
Manager, Admissions/ Chef - Admissions
Judy Dwyer
Agent de placement/ Placement Officer
Gerry Spencer
Chef, Services de la santé/ Manager, Health Services
Berthe Lafrenière
Manager, Financial Aid/ Chef - Aide financière
Richard Fedec
Agent de placement/ Placement Officer
France Quirion
Chef - Activités étudiantes/ Manager, Student Activities
Marc Lefebvre
Chef - Liaison/ Manager, Liaison
Danielle Talbot-Larivière
Manager, Career Development Institute/ Chef - Institut d'orientation professionnel
TBA / A annoncer
Chef - Résidence/ Manager, Residence
TBA / A annoncer
Manager, Records and Systems/ Chef - Dossiers et systèmes étudiants
Dave Van Leeuwen

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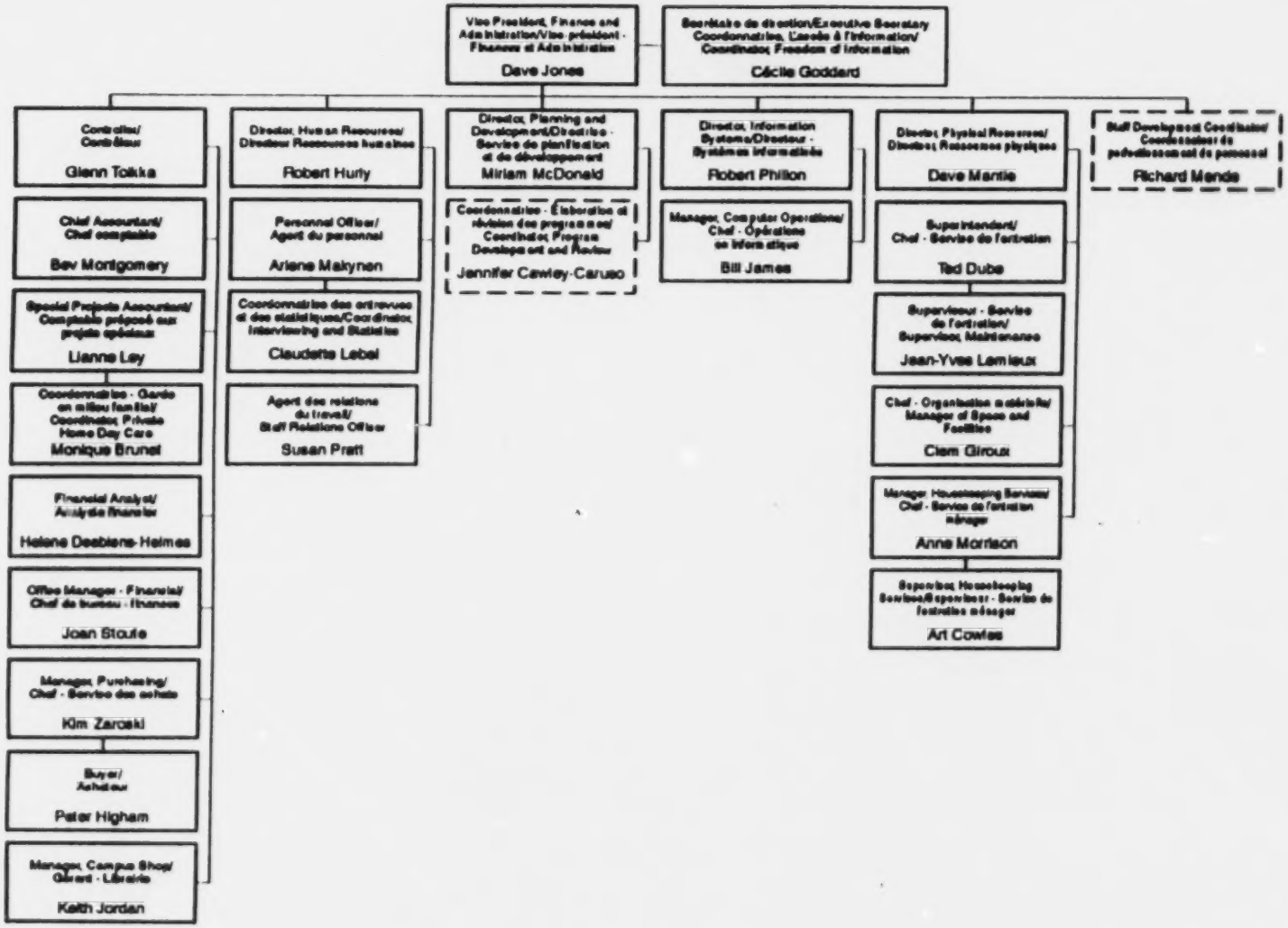
Vice President, Finance and Administration/Vice-président - Finances et Administration
Dave Jones
Secrétaire de direction/Executive Secretary
Coordonnatrice, L'accès à l'information/ Coordinator, Freedom of Information
Cécile Goddard
Controller/ Contrôleur
Glenn Tolkka
Director, Human Resources/ Directeur Ressources humaines
Robert Hurly
Director, Planning and Development/Directrice - Service de planification et de développement
Miriam McDonald
Director, Information Systems/Directeur - Systèmes informatisés
Robert Philion
Director, Physical Resources/ Directeur, Ressources physiques
Dave Mantle
Staff Development Coordinator/ Coordonnateur du perfectionnement du personnel
Richard Mende
Chief Accountant/ Chef comptable
Bev Montgomery
Personnel Officer/ Agent du personnel
Arlene Makynen
Coordonnatrice - Élaboration et révision des programmes/ Coordinator, Program Development and Review
Jennifer Cawley-Caruso
Manager, Computer Operations/ Chef - Opérations en informatique
Bill James
Superintendent/ Chef - Service de l'entretien
Ted Dube
Special Projects Accountant/ Comptable préposé aux projets spéciaux
Lianne Ley
Coordonnatrice des entrevues et des statistiques/Coordinator, Interviewing and Statistics
Claudette Lebel
Supervisor - Service de l'entretien/ Supervisor, Maintenance
Jean-Yves Lemieux
Coordonnatrice - Garde en milieu familial/ Coordinator, Private Home Day Care
Monique Brunet
Agent des relations du travail/ Staff Relations Officer
Susan Pratt
Chef - Organisation matérielle/ Manager of Space and Facilities
Clem Giroux
Financial Analyst/ Analyste financier
Helene Desbiens-Holmes
Manager, Housekeeping Services/ Chef - Service de l'entretien ménager
Anne Morrison
Office Manager - Financial/ Chef de bureau - finances
Joan Stoute
Supervisor, Housekeeping Services/Superviseur - Service de l'entretien ménager
Art Cowles
Manager, Purchasing/ Chef - Service des achats
Kim Zarcski
Buyer/ Acheteur
Peter Higham
Manager, Campus Shop/ Gérant - Librairie
Keith Jordan

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3.11 *GUIDELINES FOR PROGRAM ADVISORY COMMITTEES*

INTRODUCTION

The legislation establishing the Ontario Colleges of Applied Arts and Technology (O. Reg. 268/65) requires that an advisory committee be appointed by the Board of Governors for each program of instruction. Such advisory committees shall advise and make recommendations to the College regarding the programs of instruction and the introduction of new programs.

SPECIAL INTEREST AND FRENCH LANGUAGE ADVISORY COMMITTEES

A general advisory committee for a region or a group may be appointed by the College to advise the College regarding local community needs.

The College will continue the establishment of distinct French language program advisory committees for its French language programs.

PURPOSE OF COMMITTEES

While ultimate responsibility for all decisions rests with the College's Board and its administration, the success of the College's programs is enhanced by the quality of advice provided by its advisory committees.

The following are suggested functions of advisory committees:

1. To assist in the assessment of Cambrian's academic programs in relation to community, provincial and national needs.
2. To assist the College in field placement of students.
3. To advise the College on changes in the labour market which will affect the employment of graduates and the continuation of the program.
4. To recommend to the College guest lecturers who would enhance the quality of the program with their specialized knowledge.
5. To make recommendations with regard to field trips which would add to the students' understanding of the program.
6. To advise on specialized equipment.
7. To assist the college in the acquisition of equipment, where appropriate.
8. To provide feedback to the College on the community perceptions of the programs and the graduates for the ultimate betterment of the College.
9. To advise the College on the requirements for new programs of study to meet new developments within the community.
10. To help the College maintain a good relationship with the community and encourage community participation in the activities of the College.
11. To assist in the placement of students in suitable part-time employment and in the placement of graduates in full-time positions.

12. To assist in obtaining scholarships and bursaries.

13. To assist program content review, including laboratory and workshop facilities, to meet the requirements of business, industry and society.

COMMITTEE COMPOSITION AND SIZE

1. The program advisory committee should be composed of members with a diversity of experience and expertise in the particular field. It should include representation from employers, professional and trade organizations, other educational institutions, social and government agencies and the like. Recent gradates of the College should be included as they can provide special and personal insight into the effectiveness of College programs. All members should act as individuals and not as representatives of firms, agencies, organizations or associations to which they may belong.

2. Some College programs are accredited by an external agency. The requirements of such agencies should be recognized by the appropriate advisory committee.

3. A chairman will be elected from the membership on an annual basis. The College will provide secretarial services.

4. The size of an advisory committee will vary with circumstances and will be determined by each committee. However, membership should normally be in the range of five to eight (not including College employees).

TERMS OF OFFICE

The term of office for members will be three years. Under exceptional circumstances, re-appointment for a second three-year term may be made. To ensure continuity and renewal on a three-year cycle, approximately one-third of the committees' membership will retire each year, subject to practical limitations.

FREQUENCY OF MEETINGS

Advisory committees for post-secondary programs should meet at least twice a year. Committees relating to shorter programs may meet less frequently.

"AD HOC" COMMITTEES

"Ad Hoc" committees may be set up to do specific jobs (e.g., introduction of new programs) and they will be disbanded when the work is completed.

COMMITTEE REPORTS

Advisory committee members will be continuously relating on an informal basis to the faculty and administration of the College. As meetings are held and curriculum and other matters are discussed, staff members will receive the benefit of advice form committee members on an immediate basis. (This is a very valuable part of the reporting function of the committee and fulfils a substantial need on the part of the College staff.) Minutes of advisory committee meetings are available to the Board of Governors. The Vice-President Academic will present an annual report dealing with advisory committee activities to the Board.

3.12 *OPERATIONAL REVIEW*

As required by Regulation 640, the Board of Governors ensures that the College governance, management and operations policies and procedures are reviewed and evaluated on a consistent and regular basis. Operational review is the Board's primary evaluation mechanism and provides the Board with an assessment of the extent to which the College is being efficiently and effectively managed. Cambrian concluded an intensive three-year operational review process in 1990/91. The Board has assigned responsibility for overseeing the ongoing operational review process (second cycle) to its Education and Planning Committee. Additional information regarding Operational Review may be found in Guidelines for Governors.

3.13 *COLLEGE COUNCIL/CONSEIL DU COLLÈGE*

Regulation 640 requires every Board of Governors to establish a college council to make recommendations to the President on academically related policy issues. Cambrian College is unique in that it has both an English and a French council. The councils' memberships include faculty, support staff, student and administration representatives. The College Council submits its annual report to the Board's Education and Planning Committee and the Conseil du collège submits its annual report to the Board's Comité des affaires francophones. More information regarding college councils may be found in Guidelines for Governors.

3.14 *STUDENT GOVERNMENTS*

Cambrian is also unique in that it has three duly constituted student governments:

a) Student Administrative Council (SAC): At Cambrian, the student body selects a Students' Administrative Council (SAC) to make decisions on how to spend the funds collected in the form of an activity fee. SAC Sponsors services and social events such as pubs, frosh week and the winter carnival. They also sponsor a foster child in Africa and raise funds for charities such as the Cystic Fibrosis Foundation. There is a council meeting every two weeks, and an open forum is held twice a year to provide the entire student body the opportunity to express their opinions and ideas and to identify and resolve problems.

b) Association des étudiants francophones du collège Cambrian (AEFCC): In 1978, the AEFCC was established to promote and maintain the quality of the French language, the culture and the education of the francophone students at Cambrian. The AEFCC sponsors many social, cultural and academic events in the course of the school year. The first activity organised in the College is Orientation Week. Other activities include the Winter Carnival, the Boule de Noël and pubs. The AEFCC also raises funds for charities such as Shine-a-rama (cystic fibrosis). Academic events and seminars are also planned with the professors and the departments to further develop the skills acquired in the classroom.

c) Cambrian Native Student Association (CNSA): The Cambrian Native Student's Association (CNSA) began in October 1978, as an informal gathering. This association has grown over the past thirteen years to become an independent student government as of June 20, 1991. The aims and objectives of the CNSA are:

   a) To represent the first Nations students of Collège Cambrian College;
   b) To unite the first Nations students of Collège Cambrian College with students in other councils and organizations and with the instructors and administrators;
   c) To maintain communication with our membership and other councils within our district and throughout the province;
   d) To maintain and encourage support from other organizations, other student councils and citizens, for the future education of First Nations students;
   e) To encourage and give moral support to our members and to encourage high school students to further their education in a college or university of their choice.

More information regarding student governments may be found in Guidelines for Governors.

Investing in our Northern Heritage

Vol.: 1 Issue: 1 Fall 1990

Le Nord : un Patrimoine à Préserver

Anukeetimuda manda ĕ yamang mampee keewatinung

Sijoittaa meidän pohjoiseen perinteeseen

Invierta en nuestra cultura del norte

In unserem nördlichen Erbe zu investieren

Investire nella nostra cultura del nord

Investir no património cultural do norte

Вкладайте в нашу північну спадщину

Zalnwestujmy w nasze północne dziedzictwo

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Cambrian Foundation Launches Capital Campaign

On June 11, 1990, under the leadership of Dr. Walter Curlook, Executive Vice President and Director of Inco Limited, Fondation Cambrian Foundation launched a $3.3 million capital campaign–*Investing in our Northern Heritage*. With over 300 in attendance, the Cambrian Foundation, a public charitable organization established to strengthen the financial base of Cambrian College, announced the first capital campaign to be initiated in the Ontario college system.

The *Investing in our Northern Heritage Campaign* is a three-year pledge campaign with a base goal of $3,000,000 and a challenge goal of $300,000. The funds for the base goal are being raised to support the construction of a $10 million 300-bed student residence complex. The challenge goal funds will allow students to access higher education in Northern Ontario through scholarships, bursaries and awards.

"The *Investing in our Northern Heritage Campaign* is an initiative that will be of tremendous benefit to Cambrian College,to Northern Ontario, and to this Region in particular," stated Dr. Curlook, as part of his opening remarks.

"I believe this campaign, the most ambitious project yet to be undertaken by the Cambrian Foundation, is an innovative, responsible and timely approach to addressing the educational requirements of both the private and public sectors. In responding to this opportunity, we will be responding to the needs of our community. Our involvement with this worthwhile cause will further enhance the quality of life in the North as well as its economic viability."

In outlining the objective of the campaign, Dr. Curlook spoke of the changes in the economy of the Sudbury Region. "Cambrian College, with its more than 5,000 students, is a vital educational and economic force that contributes significantly to the economic base of our community. As the largest bilingual post-secondary institution in the North, with about a third of its programs offered in French, Cambrian has also shown flexibility in providing an educated and skilled labour force through working hand in hand with both small and big industries in Sudbury and other northern regions. Some $5 million is spent annually on educational and training programs that have direct application to specific industries in Northern Ontario.

"We serve an area that is much broader than just the Sudbury Region. We draw students from many smaller communities in the North. The objective is to assist these students to acquire a college education and training and to live out their lives productively in the North. Because of the very tight housing situation, one of the greatest needs is for additional student residences. Another need is for scholarships. Availability of both will attract more students to our College, to our local industries," stated Dr. Curlook.

With more than 30 per cent of Cambrian's full-time students residing beyond commuting distance of the College, and with the vacancy rate being the lowest in Canada, the residence complex is seen by the College as a high priority.

Curlook Chairs Campaign

Dr. Walter Curlook, Executive Vice President and Director of Inco Limited, and founding Chairman of the Cambrian College Board of Governors, is the Campaign Chairman for the *Investing in our Northern Heritage* Capital Campaign.

Dr. Walter Curlook is well known in the Sudbury community. He became Executive Vice President of Inco Limited in July 1982, and in February 1989, was elected a Director of Inco Limited. Prior to that, Dr. Curlook was President and Chief Executive Officer of Inco Metals Company from April 1980, and Senior Vice President from May 1977.

Dr. Walter Curlook

A graduate of the University of Toronto, he received a Bachelor of Science degree in metallurgy in 1950 and a Ph.D. degree in 1953. He was awarded a National Research Council post-doctorate fellowship for special research studies, and joined Inco Limited in 1954 as a Research Metallurgist.

In 1979, Dr. Curlook received the Airey Award for significant contributions to the advancement of metallurgy in Canada. In June 1983, he received an Honorary Doctorate of Science degree from Laurentian University for his contributions to mining and metallurgy in Canada.

(continued on page 2)

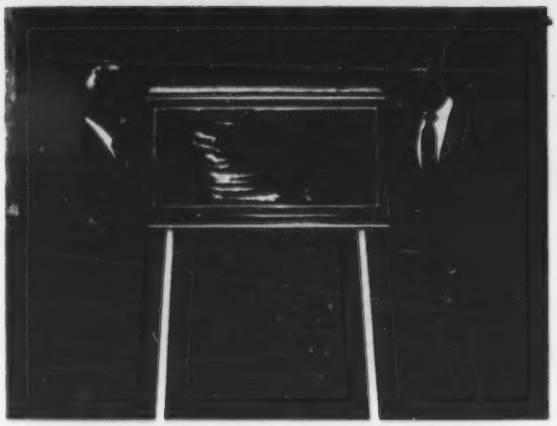
Inco Leads Launch

Inco Limited led the campaign launch with the presentation of a cheque for $1 million. Unveiled by Dr. Curlook and Bill Clement, President of the Ontario Division of Inco Limited, the cheque represented Inco's contribution to the construction of the $10 million residence complex and the future viability of the North.

"Cambrian and Inco Limited have enjoyed a unique relationship in the past decade-and-a-half," stated Mr. Clement at the unveiling. "Since its inception, Cambrian has graduated many young people in a great number of professions who have made their careers with Inco.

"In January, this partnership reached a new peak when Inco and Cambrian launched an industry first in Canada: a program to train new people for the mining industry in Canada.

"I hope this gift of $1 million, from all of us at Inco, will inspire other companies and individuals to invest in the future of our young people," stated Mr. Clement.



Posing beside Inco Limited's $1 Million cheque are (at left) Campaign Chairman Dr. Curlook and Inco Ontario Division President Mr. Bill Clement.

Campaign Chair Unveils Place Ricard

At the June 11 Campaign launch, Dr. Curlook announced that the proposed residence complex will be named Place Ricard in honour of Sudbury's Alma and Baxter Ricard.

"Mrs. Alma Ricard is contributing $600,000 to our campaign in recognition of her husband, Baxter, and his many contributions to Sudbury," stated Dr. Curlook.

"The Ricards embody the ideal of bilingual Canadians interacting with other Canadians of different backgrounds. They have always had the whole Sudbury community at heart.

"Baxter Ricard was the driving force to establish urban renewal in Sudbury. As Chairman of the Urban Renewal Commission, he spearheaded the revival of downtown Sudbury by developing long-term rezoning and construction plans for the Elm Street-Borgia Street area.

"In 1969, with a number of other northern entrepreneurs, Baxter Ricard started cable television service in the North." Today the network of radio and television stations spans from Ottawa to Sault Ste. Marie, and from Parry Sound to Hudson Bay.

"Baxter Ricard has been involved with many community endeavours: the Sudbury Planning Board; Board of Governors of Sudbury General Hospital; Sudbury and District Chamber of Commerce; Kiwanis Club; Richelieu Club; Sudbury Airport Commission; and Sudbury Arena Commission are just a few."

Mrs. Alma Ricard was described by Dr. Curlook as the woman who worked hand in hand with Baxter as a full partner, but who always preferred that Baxter get the recognition.

Dr. Curlook concluded, "The executive of our campaign, *Investing in our Northern Heritage*, decided to name the locale of the residential development 'Place Ricard' in recognition of the extensive contributions of Alma and Baxter Ricard to the business and cultural development in Sudbury—in the whole North."

Studying a model of the proposed student residence complex are (left to right) Dr. Curlook, Alma Ricard and Baxter Ricard.

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Curlook Chairs Campaign

(continued from page 1)

In 1987, Dr. Curlook was awarded the prestigious McCharles Prize by the University of Toronto.

In May 1988, Dr. Curlook was selected a Fellow of the Academy of Engineering and in November 1988, he was named an Honorary Life Member of Science North.

Active at the local, provincial and national levels, Dr. Curlook is Past Chairman of the Mining Association of Canada and a Past President of the Ontario Mining Association. He is a Director of Great West Life Assurance Company and also serves on many boards, including the Board of Directors of Fondation Cambrian Foundation.

Alumnus Eric Kannen Chairs Sudbury Campaign

Mr. Eric Kannen, Past President of the Sudbury and District Chamber of Commerce and lifelong resident of Sudbury, is Chairman of the Steering Committee of the *Investing in our Northern Heritage* Sudbury Campaign.

An alumnus of Cambrian College, Mr. Kannen is currently the General Manager of Steel Electronics Limited, a shareholder and member of the Board of Directors of Kannen Industrial Supply, and a member of the Board of Directors of Northbury Hotels Limited.

Eric Kannen

Pacesetter Division Led by Ward Skinner

Mr. Ward Skinner, Senior Partner in charge of the Sudbury office of Peat Marwick Thorne, is the chair of the Pacesetter Division of the Sudbury Campaign of *Investing in our Northern Heritage*.

Mr. Skinner's commitment to the Sudbury community is extensive. Some of his activities have included President, Children's Aid Society; President, Sudbury Chapter, Chartered Accountants Association; Treasurer, Organizing Committee of 1990 Canadian Figure Skating Championship; Chairman, Advisory Board of Laurentian University Museum and Arts Centre; Director, Northern Ontario Development Corporation; to name just a few.

Ward Skinner

Dan Newell Chairs Major Gifts Division

Mr. Dan Newell of Mutual Life of Canada, Sudbury office, is the chair of the Major Gifts Division of the Sudbury Campaign of *Investing in our Northern Heritage*.

Dan Newell, a native of Copper Cliff, is well known in the Sudbury community for his involvement in local charities and his commitment to fundraising.

While Mr. Newell is currently a member of the Board of Directors for the Laurentian Hospital Foundation, other activities have included past chairman of the Canadian Cancer campaign, Director of the National Sports Advisory Board, Advisor to the Canadian Olympic Committee, Vice President of the Bishop Alexander Carter Charitable Foundation, and National Fundraiser and Ontario President for the Ileitis and Colitis Foundation (CFIC).

Dan Newell

Vice President Leads College Campaign

Mr. Ted Keehn, Vice President of Student Services and long-term employee of Cambrian College, is chair of the College Campaign of *Investing in our Northern Heritage*.

Mr. Keehn's involvement and commitment to Cambrian began with his appointment to the faculty in the Languages Department in 1974. As a faculty member, Chairman, Dean and now Vice President, Mr. Keehn has worked closely with all areas of the College.

Mr. Keehn is well known in the Sudbury community for his athletic ability on both the golf links and the curling rinks.

Ted Keehn

Steering Committee Provides Leadership to Campaign

The Steering Committee, under the Chairmanship of Eric Kannen, has provided strong leadership for the campaign since planning for the campaign began in January 1990.

Members of the Board of Directors of the Cambrian Foundation represented on the Campaign Steering Committee are:
-Dr. Bernard Lynch, Former Chairman, Board of Governors, Cambrian College; Cambrian Foundation Executive Committee
-André Lacroix, Member, Cambrian Foundation Executive Committee; Senior Partner, Lacroix, Forest, Del Frate, Arkilander
-Doug McMullan, Senior Vice President, E.B. Eddy Forest Products Ltd.
-Glenn Crombie, President, Cambrian College
-Winslow Case, faculty representative, Cambrian College

Members of the Community sitting on the Steering Committee:
-Dave Campbell, President, United Steelworkers of America, Local 6500
-Morry Brown, Director of Programming, Northern Cable Services
-Joe Drago, Principal, Sudbury Secondary School
-René Fortin, President, Sudbury Area CUPE
-Steven Guance, representing W. Bruce Martin Insurance
-Helen Ghent, owner/operator, Diet Centre
-Dave Jones, Vice President, Finance and Administration, Cambrian College
-Risto Laamanen, President and General Manager, Laamanen Construction Ltd.; Chairman, Board of Directors, Cambrian Foundation
-Aimé Lafrenière, F.C.A. Collins Barrow-Maheu Noiseux
-Brian Mathewson, Manager, Northern Ontario Corporate Banking Centre, The Royal Bank of Canada
-Dan Newell, The Mutual Group; Campaign Chairman, Major Gifts Division
-Grace Rumball, former member, Board of Governors, Cambrian College; former broadcaster
-Chris Sheridan, Cambrian alumnus; community fundraiser; Manager of McEndron Limited
-Glenn Toikka, Controller, Cambrian College

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Advanced Gifts Provide Major Campaign Boost

The following gifts, pledged by corporations, businesses and private donors, were announced at the media reception and launch.

Power Corporation of Canada donated $200,000

Power Corporation of Canada is a holding corporation that directly or indirectly owns a major interest in companies that are active in financial services, pulp and paper, and communications.

MacIsaac Mining and Tunnelling Company donated $100,000

MacIsaac Industries Limited comprises four operating divisions: MacIsaac Mining and Tunnelling Company, MacIsaac Explorations Limited, Baycar Steel Fabricating Limited, and Sudbury Downs Holdings.

Dr. J.C. MacIsaac, Chairman and President, represented MacIsaac Mining and Tunnelling Limited.

Beaver Foods pledged $60,000

Beaver Foods, the largest Canadian-owned food service management company, provides service to over 700 locations from British Columbia to Newfoundland. Since its formation in 1960, the company has grown to an employee group of more than 6,000 people.

In addition to Cambrian College, Beaver Foods serves 11 other Ontario colleges, making them the largest college caterer in the province.

Mr. David Campbell, Regional Vice President and General Manager, of London, Ontario, represented Beaver Foods Limited.

Canadian Pacific Limited donated $40,000

Canadian Pacific Limited is a diversified company with interests in transportation, resource development, manufacturing and other activities across Canada and around the world. The company employs more than 75,000 people in transportation and waste services, energy, forest products, real estate, hotels, telecommunications and manufacturing.

Dr. J.C. MacIsaac accepts from Dr. Curlook a plaque recognizing MacIsaac Industries Limited's contribution to the Campaign.

Mr. R.J. Pelland, Community Affairs Officer, Toronto, Ontario, represented Canadian Pacific Limited.

Peat Marwick Thorne pledged $20,000

The Sudbury office of Peat Marwick Thorne has been serving clients in the Northeastern region of Ontario since the early 1930s.

With 11 partners and a professional staff of over 90, the office provides a variety of services including tax, accounting, auditing, receivership and insolvency, and business advisory services to a wide cross section of clients, ranging from some of the largest corporations in the area to small- and medium-sized businesses.

Mr. Ward Skinner, Senior Partner responsible for the Sudbury office, represented Peat Marwick Thorne.

Laamanen Construction Limited pledged $15,000

Laamanen Construction Limited is a general contracting firm that was established in 1973. With 300 employees, Laamanen Construction Limited serves the industrial, heavy civil and commercial markets in both northern and southern Ontario.

Mr. Risto Laamanen, President and General Manager of Laamanen Construction Limited, is an alumnus of Cambrian College and a former member of the Cambrian Board of Governors. Mr. Laamanen is the founding and current Chairman of the Board of Directors of the Cambrian Foundation.

Rio Algom Limited pledged $10,000

Rio Algom Limited is a major Canadian natural resource company with significant interests in the metals distribution business. The principal activities of Rio Algom include the mining of potash, tin, uranium, copper and molybdenum, and coal; and the processing and marketing of a range of metal products through metals service centres.

Mr. John Sparks, Manager, Corporate Communications, of Toronto, Ontario, represented Rio Algom Limited.

Lacroix, Forest, Del Frate pledged $10,000

Solicitors André Lacroix, Norman Forest and Robert Del Frate are senior partners in the law firm formed some 40 years ago. All members of the firm have consistently committed a significant amount of their time to the betterment of the Sudbury area and have supported its institutions, with particular emphasis on education.

Mr. André Lacroix, Senior Partner, currently a member of the Executive Committee of the Cambrian Foundation Board of Directors, represented Lacroix, Forest, Del Frate.

Felix Lopes Mechanical pledged $10,000

Felix Lopes Mechanical is a progressive sheet metal company working extensively in the mining and milling ventilation field.

Mr. Lopes represented Felix Lopes Mechanical.

The *Investing in our Northern Heritage* Campaign also received significant private contributions from the following donors:

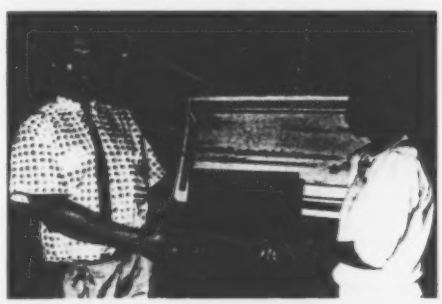
Dr. Walter Curlook
Betty and Glenn Crombie
Eric and Christina Kannen
Robert and Karen Shaw

Cambrian Students Pledge $150,000 to Campaign

College Student Presidents Stephanie Conrad, Students' Administrative Council (SAC), and Sylvio Anderson, l'Association des étudiants francophones du collège Cambrian (AEFCC) provided significant personal leadership in the unanimous endorsement of the $150,000 pledged by the College's two student governments.

The leadership and commitment to the campaign that has been demonstrated by SAC and AEFCC has provided a significant challenge to the rest of the College. . .a challenge to invest in students and the future.

A scale model of the residence complex was created by Richard Neufeld, a 1987 graduate of the Visual Arts Program.



Cambrian College student representatives Sylvio Anderson and Stephanie Conrad hold plaque recognizing their $150,000 pledge.

This model was unveiled at the media launch and is now housed in the main concourse of the College.

Fondation Cambrian Foundation

For further information about the *Investing in our Northern Heritage* Campaign, call Campaign Director Karen Shaw at 673-2900.

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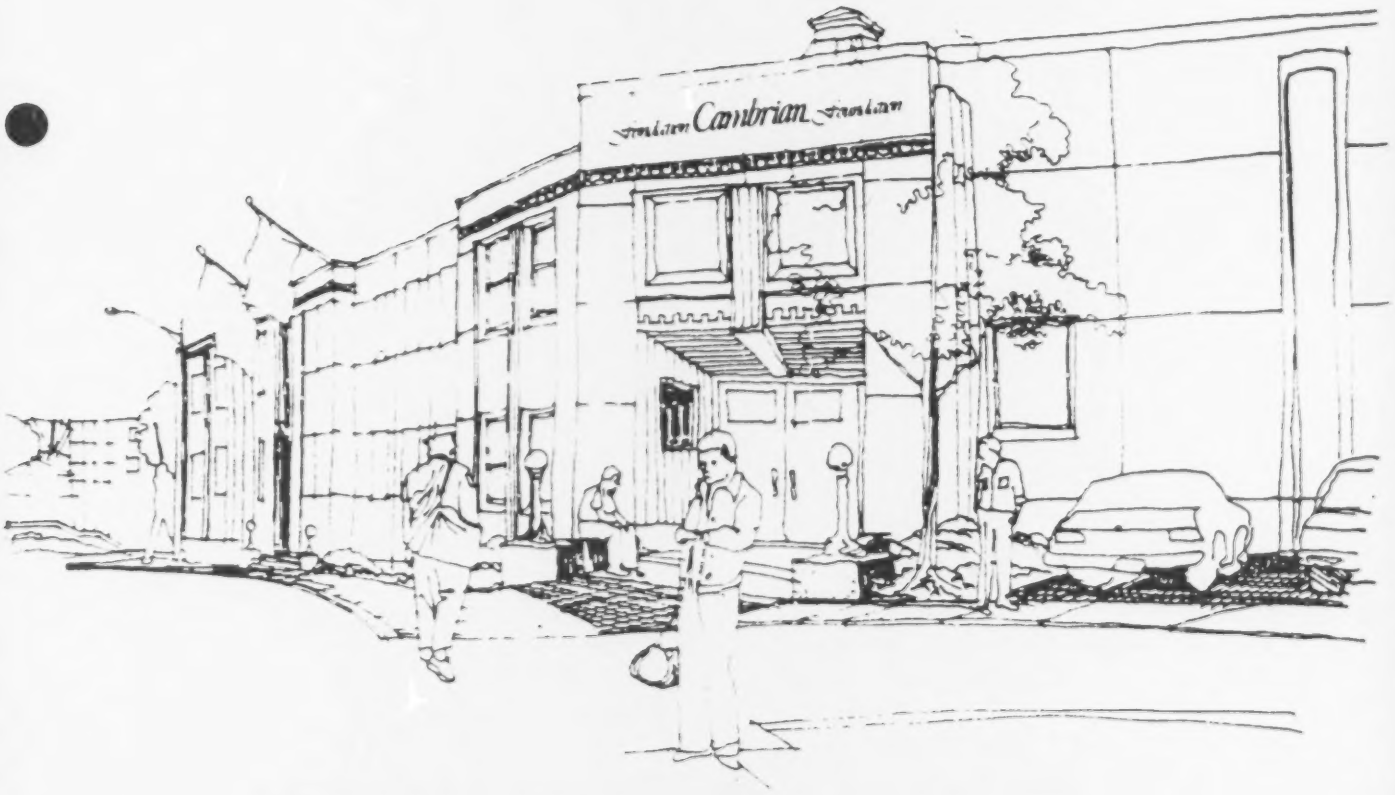
Fondation
Cambrian
Foundation



HELPING CAMBRIAN COLLEGE HELP THE COMMUNITY

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Fondation Cambrian Foundation

THE GOALS OF THE CAMBRIAN FOUNDATION ARE:

1. To assist Cambrian College in delivering high quality educational services to residents of the districts of Sudbury and Manitoulin by acquiring funds and property that can be applied to this goal.
2. To actively solicit funds, gifts, bequests and any other property that can benefit the College.
3. To administer, or ensure the administration of, the assets acquired by the Foundation, including their dispersal to the College.
4. To administer fundraising campaigns, gift solicitations, awards, scholarships and bursaries on behalf of the College and the Foundation.
5. To administer the alumni affairs on behalf of the College.
6. To promote the College, its purpose and activities.

Please help us help Cambrian College grow into an even more valuable community resource.

Please direct inquiries or responses to:

Cambrian Foundation
62 Frood Road
Sudbury, Ontario
P3C 4Z3
Telephone 705-673-2900

College

Cambrian College is in Sudbury, Ontario, 400 kilometers north of Toronto. In this diverse community of 160,000, great fishing, swimming and skiing are only minutes away from excellent shopping, theatres and a world-class Science Centre. The name "Cambrian" was adopted to recognize the Pre-Cambrian Shield, the geological formation extending across northern Ontario where the College is situated. Cambrian College is now the largest bilingual post-secondary institution in northern Ontario, with campuses in Sudbury, Noelville, Espanola and Little Current. Many of the post-secondary programs in applied arts, business, health, and science and technology are offered in both official languages. A number of Cambrian's program offerings are unique to the College including technologue en génie chimique, radiographie, and physical fitness and leisure management. As well, Cambrian is one of only two colleges in the province that offers

Cambrian Foundation

Cambrian Foundation was created by a number of interested, community minded individuals who originally met to consider what could be done to assist Cambrian College to provide continued high quality educational programs and services to an increasing student population.

The Foundation was chartered as a registered charitable organization operating separately from the College for the purpose of addressing special needs where government funding is not available. The Foundation provides the opportunity for individuals, corporations, associations and service clubs to become involved in College education through contributions that support Cambrian students, programs and/or facilities.

Cambrian Foundation actively solicits and administers funds, gifts and bequests on behalf of the College. The Foundation also

Working Together to Serve the Community

Cambrian Foundation administers fundraising and resource procurement efforts for a growing number of educational and operating activities, including:

Financial Donations:

Cambrian College staff members, alumni and "friends of the College" are invited to become involved in the future of the College through donations or bequests to Cambrian Foundation. Every gift is significant and is considered by the Foundation to be "a special investment in the College" by the donor. It is this involvement and participation of staff, alumni and "friends" that will enable Cambrian College to maintain the provision of excellent educational opportunities for the students.

Cambrian College Memorial Fund

In response to requests the Foundation has received from parents and friends of Cambrian students and alumni, the Cambrian College Memorial Fund has been established. Donations to this fund in memory of loved ones can be made in care of Cambrian Foundation or through local funeral homes. Gifts to this fund will be recorded in the memory of the person for whom the donation was made.

students encounter unforseen financial emergencies that could result in them cancelling their post-secondary education plans. These friends have kindly provided the funds necessary to establish bursaries designed to assist these students who are under financial hardships.

The Student Emergency Loan Fund

This Fund has been established to assist students who require temporary financial assistance. Students may borrow from this Fund provided they can demonstrate satisfactorily that repayment will not be a problem. The Fund is self-perpetuating and grows only if new contributions are received.

These are just a few of the many areas in which Cambrian Foundation has an active role.

If you know of some other areas in which the Foundation should be involved or you can offer either information or material assistance please do not hesitate to contact us.

You Can Help Make it Happen

We are confident that you share our concern in and enthusiasm for maintaining the quality and scope of present and future endeavours at Cambrian College.

We welcome your interest and suggestions - and ask for your support.

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Cambrian College

programs in the mineral resources field and the only college that offers specialization in mining, geology and extractive metallurgy.
The College offers about 500 extension courses a trime asis each year. As well, skills . ining courses are designed to provide basic skills for the work place and upgrading of existing skills through a number of different programs. The College also offers courses designed to provide clients with on the job training and a preparation for employment through the Futures program.
Cambrian welcomes international students. An International Programs Office develops and monitors the College's overseas programs and helps international students meet their educational objectives. As well, the International Students Association is one of many clubs sponsored by the College's two student governments - the Students' Administrative Council and L'Association des étudiants franco-

Cambrian Foundation

administers the Alumni Affairs and the Awards Program of scholarships and bursaries for the College.
The former INCO Centre building located in downtown Sudbury was one of the original gifts to the Foundation. Space in this building was identified and renovated as the Cambrian Student and Alumni Activity Centre with assistance provided by the Cambrian student governments, the Canada Works Program and the Industry and Labour Adjustment Program (I.L.A.P.). This Activity Centre provides a downtown focal point for the social, recreational and cultural pursuits of college students, staff and alumni. Cambrian Foundation administers the Centre and through it the growth and development of the Cambrian Alumni Association is encouraged.
All donations made to the Foundation for Cambrian College are gratefully acknowledged and a

Working Together to Serve the Community

Cambrian Foundation administers fundraising and resource procurement efforts for a growing number of educational and operating activities, including:

Financial Donations:

Cambrian College staff members, alumni and "friends of the College" students encounter unforseen financial emergencies that could result in them cancelling their post-secondary education plans. These friends have kindly provided the funds necessary to establish bursaries designed to assist these students who are under financial hardships.

The Student Emergency Loan Fund

This Fund has been established to assist students who require temporary financial assistance. Students

"Cambrian Impressions"

"Cambrian Impressions" is a collection of official memorabilia of the College. Cambrian Alumni and "friends of the College" are given the opportunity to purchase items from "Cambrian Impressions". The Campus Shop has arranged for a portion of the price of each purchase made from this collection to be donated to Cambrian Foundation on behalf of the purchaser. The purchase of articles from "Cambrian Impressions" provides a unique way for individuals to make a donation to Cambrian Foundation.

Gifts-in-Kind:

Donated surplus equipment, items that can be used as resource or reference materials and works of art may be extremely valuable to the College and will be gratefully accepted.
One goal of Cambrian College is to provide students with the best education possible while using or being exposed to equipment and

This support may take many forms. For a number of our "friends", a tax deductible donation to assist in the College's need for equipment or similar resources is the most convenient way to offer a helping hand and would be sincerely appreciated. For other "friends of the College", a tax deductible deferred gift is more suitable to their plans. Deferred giving place v a donor makes a commitment now to donate a fixed amount at a later date. Presently, the Foundation's deferred gift plan revolves around life insurance. In each case, the donor contributes the premiums (and receives an annual receipt for income tax purposes) on a life insurance policy in which Cambrian Foundation is the owner and sole beneficiary. These dedicated supporters help to ensure the future excellence of the College at a cost considerably less than what the life insurance gift is actually worth.
You may donate an unrestricted gift which will be used by the Foundation where the need is determined to be the most essential or you may

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Cambrian College

phones du Collège Cambrian. Cambrian's mandate is to provide high quality educational programs and services that reflect current and future vocational, cultural, social and economic needs. Encompassed in this broad mandate is a commitment to meet the specialized needs of the public and private sectors, to enhance the quality of life of those Cambrian serves by encouraging and contributing to cultural and intellectual development, and to provide students with support in career and life planning. In order to meet this mandate, as both full-time and part-time enrolments continue to rise, Cambrian College has a growing "need" to provide and staff further specialized programs and facilities.

This "need" - and the need to find the means and resources by which it will be accomplished - is the reason for Cambrian Foundation.

Cambrian Foundation

receipt for income tax purposes is forwarded to each donor. At this point, the Foundation has transferred significant contributions, made possible by the growing number of benefactors, to Cambrian students and the College.

Cambrian College has made the commitment to provide high quality educational opportunities to each student it serves. In order for the College to continue to meet this commitment, a number of "needs" revolving around scholarships, bursaries and the provision of specialized programs and staffed facilities must be continually addressed. To this end, Cambrian Foundation requires your interest, understanding and financial support.

Working Together to Serve the Community

Cambrian Foundation administers fundraising and resource procurement efforts for a growing number of educational and operating activities, including:

Financial Donations:

Cambrian College staff members, alumni and "friends of the College" materials representative of all the types used by employers in the students' career areas. The realization of this goal helps the College to provide well trained graduates who are ready immediately after graduation to become productive employees. Cambrian Foundation needs help to acquire this type of equipment and/or materials in order for the College to meet this objective. Potential employers of Cambrian College graduates and interested members of the community are encouraged to donate any applicable surplus equipment to the Foundation.

Scholarships, Awards and Bursaries:

Through the kindness and generosity of "friends of the College" who have donated the necessary finances to fund specific scholarships, Cambrian Foundation is able to recognize and financially assist outstanding Cambrian students. Other friends of the College recognize that some Cambrian students encounter unforseen financial emergencies that could result in them cancelling their post-secondary education plans. These friends have kindly provided the funds necessary to establish bursaries designed to assist these students who are under financial hardships.

The Student Emergency Loan Fund

This Fund has been established to assist students who require temporary financial assistance. Students designate a gift or the funds from your life insurance policy for any specific project or undertaking within the framework of the College or the Foundation. The designation of your gift will be recorded with the Foundation and all designated funds will be used as you request. All gifts and bequests to Cambrian Foundation will be gratefully accepted and formally acknowledged with appropriate receipts furnished to you for income tax purposes. Please help us help Cambrian College grow into an even more valuable community resource. Please direct inquiries or response to:

CAMBRIAN FOUNDATION
62 Frood Road
Sudbury, Ontario
P3C 4Z3
telephone: 705-673-2900

(This brochure is also available in French)

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Collège CAMBRIAN College

BOARD OF GOVERNORS RESOURCE MANUAL

SECTION IV
BOARD OF GOVERNORS

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4.1 BOARD OF GOVERNORS MEMBERS

Board of Governors/Conseil des gouverneurs
1991

Paula Barber, Chair/Présidente du conseil
Rick McCutcheon, Vice-Chair/Vice-président du conseil

José Blanco
Trudy Bolduc
Larry Bouchard
Glenn Crombie
Guy Desmarais
Lorraine Dionne-Laurin
John Filo
Ann Frampton
Marion Hagan
Stan Hayduk
Louise Paquette
Sara Peltier
Peter Riccio
Larry Seeley
Kim Schraeder
Barry Tooley

Glenys Lafrance, Board Secretary/Secrétaire du conseil
David Jones, Secretary - Treasurer/Trésorier-secrétaire

4.2 BOARD OF GOVERNORS PROFILES

4.3 *BYLAWS*

A by-law relating generally to the conduct of the affairs of

THE BOARD OF GOVERNORS
OF THE
CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

BE IT ENACTED AND IT IS HEREBY ENACTED as a by-law of THE BOARD OF GOVERNORS OF THE CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY (hereinafter called the "Corporation") as follows:

HEAD OFFICE

1. The Head Office of the Corporation shall be in the Regional Municipality of Sudbury in the District of Sudbury in the Province of Ontario and at such place therein as the governors may from time to time determine.

SEAL

2. The seal, an impression whereof is stamped in the margin hereof, shall be the corporate seal of the Corporation.

GOVERNORS

3. The affairs of the Corporation shall be managed by a Board of Governors composed of

Amended June 25, 1987

a) twelve members appointed by the Council of Regents, none of whom shall be a full-time employee or a spouse of a full-time employee of the college;

b) the president of the college who shall be an ex-officio member; and

c) where the relevant staff or student group has chosen to exercise an option for membership on the board, one student, one academic staff member, one administrative staff member, and one support staff member, each of whom shall be appointed by the Council of Regents as a non-voting member of the Board.

4. **Vacancies.** Vacancies on the Board of Governors, however caused, shall be filled in the manner provided in the regulations promulgated by the Minister of Colleges and Universities pursuant to the Ministry of Colleges and Universities Act.

5. **Chairman and Vice-Chairman.** The Board of Governors shall elect annually from among its members a Chairman and a Vice-Chairman who shall be eligible for re-election.

6. **Quorum.**

I) A quorum for all meetings of the Board shall be a majority of the eligible voting members.*

Amended June 25, 1987

II) A quorum for all committee meetings shall be a majority of the eligible voting members* of each committee, including the Chairman and the Vice-Chairman of the Board, but excluding the President and any other ex-officio members.

*For the purposes of constituting a quorum for a meeting, an "eligible voting member" is a member of the Board appointed in accordance with article 3(a).

7. **Errors in Notice.** No error or omission in giving notice for a meeting of governors shall invalidate the meeting or invalidate or make void any proceedings taken or had at the meeting and any governor may at any time waive notice of any meeting and may ratify and approve of any or all proceedings taken or had thereat.

8. **Voting.** Questions arising at any meeting of governors shall be decided by majority vote. All members, excluding the Chairman and the non-voting members shall vote on all resolutions, except where a conflict of interest is declared, and in the case of an equality of votes, the Chairman shall have the deciding vote. All votes at any such meetings shall be taken by ballot if so demanded by any governor present but if no demand be made the vote shall be taken in the usual way by assent or dissent. A declaration by the Chairman that a resolution has been carried and an entry to that effect in the minutes shall be admissible in evidence as prima facie proof of the fact, without proof of the number or proportion of votes recorded in favour of or against such resolution. In the absence of the Chairman his duties may be performed by a Vice-Chairman or such other governor as the Board may from time to time appoint for the purpose. Amended Sept. 24, 1987

9. **Powers.** The Board of Governors of the Corporation may administer the affairs of the Corporation in all things and make or cause to be made for the Corporation in its name any kind of contract which the Corporation may lawfully enter into and, save as hereinafter provided, generally may exercise all such powers and do all such other acts and things as the Corporation is authorized to exercise and do, as provided by any applicable statute or law.

Without in any way derogating from the foregoing, the Board of Governors is expressly empowered from time to time to purchase, lease or otherwise acquire, alienate, sell, exchange or otherwise dispose of shares, stocks, rights, warrants, options and other securities, lands, buildings, and other property movable or immovable, real or personal, or any right or interest therein owned by the Corporation for such consideration and upon such terms and conditions as it may deem advisable.

10. **Remuneration of Governors.** The Governors of the Corporation, except the President, shall serve without remuneration and no governor shall directly or indirectly receive any profit from his position as such; provided that a governor may be paid reasonable expenses incurred by him in the performance of his duties.

11. **Indemnities to Governors.** Every governor of the Corporation and his heirs, executors and administrators, and estate and effects, respectively, shall from time to time and at all times, be indemnified and saved harmless, out of the funds of the Corporation, from and against

a) all costs, charges and expenses whatsoever which such governor sustains or incurs in or about any action, suit or proceeding which is brought, commenced or prosecuted against him for or in respect of any act, deed, matter or thing whatsoever made, done or permitted by him in or about the execution of the duties of his office;

b) all other costs, charges and expenses which he sustains or incurs in or about or in relation to the affairs thereof, except such costs, charges or expenses as are occasioned by his own wilful neglect or default.

12. **Protection of Governors and Officers.** No governor or officer for the time being of the corporation shall be liable for the acts, receipts, neglects or defaults of any other governor or officer or employee or for joining in any receipt or act for conformity or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation or for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the moneys of or belonging to the Corporation shall be placed out or invested or for any loss or damage arising from the bankruptcy, insolvency or tortious act of any person, firm or corporation with whom or which any moneys, securities or effects shall be lodged or deposited or for any other loss, damage or misfortune whatever which may happen in the execution of the duties of his respective office or trust or in relation thereto unless the same shall happen by or through his own wrongful and wilful act or through his own wrongful and wilful neglect or default.

The governors for the time being of the Corporation shall not be under any duty or responsibility in respect of any contract, act or transaction whether or not made, done or entered into in the name or on behalf of the Corporation, except such as shall have been submitted to and authorized or approved by the Board of Governors. If any governor or officer of the Corporation shall be employed by or shall perform services for the Corporation otherwise than as a governor or officer or shall be a member of a firm or a shareholder, director or officer of a company which is employed by or performs services for the Corporation the fact of his being a governor or officer of the Corporation shall not disentitle such governor or officer or such firm or company, as the case may be, from receiving proper remuneration for such services.

13. **Conflict of Interest.** In accordance with section 5(3) of the Ministry of Colleges and Universities Act, each member of a board of governors of a college of applied arts and technology is subject to section 71 of the Corporations Act which requires that a director (i.e., governor) who is in any way, directly or indirectly, interested in a proposed contract with the college declare his or her interest in the contract. Added by resolution November 26, 1987

Additionally, each college board of governors is a Schedule III agency under the Management Board of Cabinet Schedule of Crown agencies. As such, each Board member is subject to Management Board's Conflict of Interest Guidelines. These guidelines identify three key principles:

a) A member of the Board should not use information obtained as a result of his or her appointment for personal benefit.

b) A conflict of interest situation should be declared at the earliest opportunity.

c) No member should divulge confidential information obtained as a result of his or her appointment or election unless legally required to do so.

Declaration of Conflict. Any member of the Board who has a conflict of interest in a matter under consideration by the Board shall disclose the nature of that conflict to the chairperson at the first opportunity and refrain from any further participation in the discussion.

Any member of the Board who perceives a fellow member to have a conflict of interest in a matter under consideration by the Board shall disclose the nature of that conflict to the chairperson at the first opportunity. A vote shall be conducted by the chairperson and a majority will determine that a conflict of interest has been declared. In the event of a majority vote, the member shall refrain from any further participation in the discussion.

The chairperson or designate shall record in the minutes any declared conflict of interest on the part of the member.

Quorum. When a declaration of conflict of interest has been made, the chairperson shall ensure that a majority of members remains to consider and make a recommendation on the matter.

If there is insufficient number of remaining members to make a quorum, the chairperson shall refer the matter to a subsequent meeting when a sufficient number of members will be present.

Noncompliance. If a member fails to declare a conflict of interest, unless this failure is a bona fide error in judgement, the Board may recommend that the Ontario Council of Regents revoke the appointment and appoint a new member.

If the contravention has resulted in a personal gain, or in a financial loss to the Corporation, the Ontario Council of Regents may disqualify the person from further Corporation appointments and require restitution of the funds in question.

Disclosure or Interests in Contracts. Subject to any laws in force at the time, every governor of the corporation who is in any way directly or indirectly interested in a proposed contract or a contract with the Corporation shall declare his interest at a meeting of the governors of the Corporation. In the case of a proposed contract, the declaration required by this section shall be made at the meeting of the governors at which the question of entering into the contract is first taken into consideration or, if the governor is not at the date of that meeting interested in the proposed contract, at the next meeting of the governors held after he becomes so interested, and, in a case where the governor becomes interested in a contract after it is made, the declaration shall be made at the first meeting of the governors held after he becomes so interested. For the purposes of this section, a general notice given to the governors of the Corporation by a governor to the effect that he is a shareholder of or otherwise interested in any other company, or is a member of a specified firm and is to be regarded as interested in any contract made with such other company or firm, shall be deemed to be a sufficient declaration of interest in relation to a contract so made, but no such notice is effective unless it is given at a meeting of the governors or the governor takes reasonable steps to ensure that it is brought up and read at the next meeting of the governors after it is given.

If a governor has made a declaration of his interest in a proposed contract or contract in compliance with this section and has not voted in respect of the contract, he is not accountable to the Corporation or to any of its members or creditors for any profit realized from the contract, and the contract is not voidable by reason only of his holding that office or of the fiduciary relationship established thereby. Notwithstanding anything in this section, a governor is not accountable to the Corporation or to any of its members or creditors for any profit realized from such contract and the contract is not by reason only of his interest therein voidable if it is confirmed by a majority of the votes cast at a general meeting of the members duly called for that purpose and if his interest in the contract is declared in the notice calling the meeting.

OFFICERS

14. **Officers.** There shall be a Chairman, a Vice-Chairman, a President, Deans of the College, a Secretary-Treasurer and such other officers as the Board of Governors may determine by resolution from time to time. The Chairman and Vice-Chairman shall be elected by the Board of Governors from among their number at the first meeting of the Board after the annual appointments to the Board of Governors, as hereinbefore provided, provided that in default of such election the then incumbents, being members of the Board, shall hold office until their successors are elected. The officers, other than Chairman, Vice-Chairman and the President of the Corporation need not be members of the Board and, in the absence of written agreement to the contrary, the employment of all officers shall be settled from time to time by the Board.

15. **Remuneration and Removal of Officers.** The governors may, in accordance with, and subject to the obtaining of such approvals as may be required by any applicable statutory provision, fix the remuneration (if any) to be paid to officers of the Corporation. All officers in the absence of agreement to the contrary shall be subject to removal by resolution of the Board of Governors at any time with cause.

16. **Chairman.** The Chairman shall, when present, preside at all meetings of the Board of Governors. The Chairman shall also be charged with the general management and supervision of the affairs and operations of the Corporation; he shall, together with the Secretary-Treasurer or other officer appointed for the purpose, sign all by-laws of the Corporation, and he shall sign such contracts, documents or instruments in writing as require his signature. The Chairman shall also have such other powers and duties as may from time to time be assigned to him by the Board of Governors or as are incident to his office.

17. **Vice-Chairman.** The Vice-Chairman shall have such powers and perform such duties as may be assigned to him by the Board of Governors, and in the absence or inability or refusal to act of the Chairman, shall perform all the duties and have all the powers of the Chairman and if a Vice-Chairman, or such other governor as the Board of Governors may from time to time appoint for the purpose, performs any such duty of exercises any such power, the absence, inability or refusal to act of the Chairman shall be presumed with reference thereto.

18. **Secretary-Treasurer.** As Secretary he shall be the ex-officio clerk of the Board of Governors. He shall be the custodian of the corporate seal of the Corporation. As Treasurer, he shall keep full and accurate accounts of all receipts and disbursements of the Corporation in proper books of account and shall deposit all moneys or other valuable effects in the name and to the credit of the Corporation in such banks as may from time to time be designated by the Board of Governors. He shall disburse the funds of the Corporation under the direction of the Board of Governors, taking proper vouchers therefor and shall render to the Board of Governors at the regular meetings thereof or whenever required of him, an account of all his transactions as Treasurer, and of the financial position of the Corporation. He shall co-operate with the auditors of the Corporation during audit of the accounts of the Corporation and shall also perform such other duties as may from time to time be determined by the Board of Governors and/or the President.

19. **President.** The Board of Governors shall appoint a President, to hold office at the pleasure of the Board, and may delegate to him full authority to manage and direct the business and affairs of the Corporation (except such matters and duties as by law must be transacted or performed by the Board of Governors) and to employ and discharge agents and employees of the Corporation or may delegate to him any lesser power. Any agent or employee appointed by the President shall be subject to discharge by the Board of Governors with cause. The President shall conform to all lawful orders given to him buy the Board of Governors of the Corporation and/or by the Chairman thereof and shall at all reasonable times give to the governors or any of them all information they may require regarding the affairs of the Corporation.

    The President shall give all notices required to be given to Governors. He shall be custodian of all books, papers, records, correspondence, contracts and other documents belonging to the Corporation which he shall deliver up only when authorized by a resolution of the Board of Governors to do so.

20. **Other Officers.** The duties of all other officers of the Corporation shall, subject to the provisions of any applicable statute or regulation, be such as the terms of their engagement call for or the Board of Governors and/or the President requires of them.

21. **Vacancies.** If the office of the Chairman, Vice-Chairman, Secretary-Treasurer or President, or one or more of them, shall be or become vacant by reason of death, resignation, disqualification or otherwise the governors shall elect or appoint an officer to fill such vacancy.

22. **Delegation of Duties of Officers.** In case of the absence or inability to act of the Chairman, a Vice-Chairman or any other officer of the Corporation or for any other reason that the governors may deem sufficient, the governors may delegate all or any of the powers of such officer to any other officer or to any governor for the time being.

EXECUTION OF DOCUMENTS

23. **Cheques, Drafts, Notes, Etc.** All cheques, drafts or orders for the payment of money and all notes and acceptances and bills of exchange shall be signed by any two of the Chairman, Vice-Chairman, President or Secretary-Treasurer, and in such manner as the Board of Governors may from time to time designate by resolution.

24. **Execution of Contracts, Etc.** Contracts, documents or instruments in writing required to be signed by the Corporation may be signed by any two of the Chairman, Vice-Chairman, President or Secretary-Treasurer, and all contracts, documents or instruments in writing so signed shall be binding upon the Corporation without any further authorization or formality. The Board of Governors is authorized from time to time by resolution to appoint any officer or officers or any person or persons on behalf of the Corporation either to sign contracts, documents or instruments in writing generally or to sign specific contracts, documents or instruments in writing.

The corporate seal of the Corporation may, when required, be affixed to contracts, documents or instruments in writing signed as aforesaid or by any officer or officers, person or persons, appointed as aforesaid by resolution of the Board of Governors.

The term "contracts, documents or instruments in writing" as used herein shall include deeds, mortgages, hypothecs, charges, conveyances, transfers and assignments of shares, bonds, debentures or other securities and all paper writings.

In particular without limiting the generality of the foregoing, any two of the Chairman, Vice-Chairman, President of Secretary-Treasurer, are authorized to sell, assign, transfer, exchange, convert or convey any and all shares, bonds, debentures, rights, warrants or other securities owned by or registered in the name of the Corporation in its individual capacity or any other capacity or as trustee or otherwise and to sign and execute (under the corporate seal of the Corporation or otherwise) all assignments, transfers, conveyances, powers of attorney and other instruments that may be necessary for the purpose of selling, assigning, transferring, exchanging, converting or conveying any such shares, bonds, debentures, rights, warrants or other securities.

Notwithstanding any provisions to the contrary contained in the by-laws of the Corporation, the Board of Governors may at any time by resolution direct the manner in which, and the person or persons by whom, any particular instrument, contract or obligations of the Corporation may or shall be executed.

BOOKS AND RECORDS

25. The governors shall see that all necessary books and records of the Corporation required by the by-laws of the Corporation or by any applicable statute or law are regularly and properly kept.

COMMITTEES

26. **Committees.** The Board of Governors may, from time to time, appoint committees, consisting of such persons as may from time to time be appointed appointed members thereof by the Board, to act in an advisory capacity to the Board in connection with the particular field of activity referred to each of such committees. The members of such committees shall hold office during the pleasure of the Board and the Chairman, Vice-Chairman and the President shall be ex-officio members of each such committee. Amended Sept. 24, 1987

The Board may fill any vacancies occurring from time to time in such committees and may abolish and from time to time re-appoint any such committee.

If required by the Board, minutes of the proceedings of any such committee shall be kept in a book or books for that purpose, which shall always be open for the inspection of any such committee, shall be read at the following meeting and confirmed under the signature of the chairman of that meeting and shall, unless the Board dispenses therewith, be read at the next Board meeting.

Questions arising at any meeting of a committee shall be decided by a majority of votes. All members, including the committee chairman but excluding the non-voting board members shall vote on all resolutions, except where a conflict of interest is declared.

27. Administration (Property and Finance) Committee. The Administration (Property and Finance) Committee heretofore established by resolution of the Board of governors is hereby confirmed and continued, to advise and assist the governors in carrying on the affairs of the Corporation in connection with the matters hereinafter set forth and shall have the following powers and duties:

a) The Administration (Property and Finance) Committee shall, subject to the overriding authority of the Board of Governors, have general responsibility for all matters external to the actual operation of the College of Applied Arts and Technology (hereinbefore and hereinafter referred to as the "College"), including but without limitation to the foregoing, responsibility with respect to the following matters:

I) rental of temporary accommodation;

II) alterations and repairs to such accommodation;

III) permanent building site or sites and building plans;

IV) financial matters, including preparation of the budget;

V) care and maintenance of property;

VI) resolutions and other documents to be forwarded from time to time to the Ontario Council of Regents for Colleges of Applied Arts and Technology; and

VII) publications and other forms of publicity.

b) The Administration (Property and Finance) Committee shall also perform such other duties and exercise such other powers as may from time to time be assigned to it by the Board of Governors.

28. Operations (Education) Committee. The Operations (Education) Committee heretofore established by resolution of the Board of Governors is hereby confirmed and continued to advise and assist the governors in carrying on the affairs of the Corporation in connection with the matters hereinafter set forth and shall have the following powers and duties:

a) The Operations (Education) Committee shall, subject to the overriding authority of the Board of Governors, have general responsibility for all matters concerning the internal operation of the College, including but without limitation to the foregoing, responsibility with respect to the following matters:

I) the appointment of the President and other members of the administration, teaching, and non-teaching staffs of the College;

II) the organization of such staffs;

III) surveys of educational needs;

IV) programs of studies;

V) relations with the faculty association;

VI) student affairs and student organizations; and

VII) advertisements to students.

b) The Operations (Education) Committee shall also perform such other duties and exercise such other powers as may from time to time be assigned to it by the Board of Governors.

MEMBERS

29. The members of the Corporation shall consist of such persons as are from time to time appointed governors of the Corporation in accordance with the provisions of these By-laws. The interest of a member is not transferable and lapses and ceases to exist when he ceases to be a member of the Board of Governors or the Corporation by his resignation, expiration of his term of office as a governor or otherwise in accordance with these By-laws or as provided by any applicable statute or law.

MEETINGS OF THE BOARD OF GOVERNORS

30. **General Meetings.** The Board of Governors or the Chairman or Vice-Chairman shall have power to call at any time a general meeting of the members of the Corporation. The members may consider and transact any business either special or general without any notice thereof at any meeting of the Board, provided that once a year the financial statement and the report of the auditors shall be presented and auditors shall be appointed for the ensuing year and provision for the remuneration of the auditors shall be made.

The general meetings of the Board shall be held at the head office of the Corporation or elsewhere in Ontario as the Board of Governors may determine and on such day as the said governors shall appoint.

31. **Notice of Meetings.** Notice of the time and place of every general meeting of the Board shall be given by sending notice of the time and place of any such meeting by prepaid mail or telegraph, not less than seven (7) working days prior to the time fixed for the holding of any such meeting. Provided always that any meeting of the Board may be held for nay purpose at any date and time and any place within Ontario without notice if all the members are present in person at the meeting or if all the absent members waive notice thereof or otherwise signify in writing their consent to such meeting being held in their absence. Such waiver of notice or consent may be given either before or after the meeting.

32. **Error or Omission in Notice.** No error or omission in giving notice of any general meeting or any adjourned meeting of the members of the Corporation shall invalidate such meeting or make void any proceedings taken thereat and any members may at any time waive notice of any such meeting and may ratify, approve and confirm any or all proceedings taken or had thereat.

33. **Adjournments.** Any meeting of the Board of the Corporation may be adjourned to any time, and from time to time, and such business may be transacted at such adjourned meeting as might have been transacted at the original meeting from which such adjournment took place. No notice shall be required of any such adjournment. Such adjournment may be made notwithstanding that no quorum is present.

34. **Voting.** Every question submitted to any meeting of members shall be decided by a majority of votes given on a show of hands of the members present in person, with the exception of the Chairman and the non-voting members, who shall each be entitled to one vote, and in case of an equality of votes the Chairman of the meeting shall both on a show of hands or at a poll have the deciding vote. Amended Sept. 24, 1987

At any meeting unless a poll is demanded a declaration by the chairman of the meeting that a resolution has been carried or carried unanimously or by a particular majority or lost or not carried by a particular majority and an entry to that effect in the minutes of the Corporation shall be conclusive evidence of the fact without proof of the number or proportion of votes recorded in favour of or against the motion.

35. **Chairman.** In the absence of the Chairman and the Vice-Chairman of the Board of Governors, the members present at any meeting of members shall choose one of their number to be chairman of the meeting.

36. **Polls.** If at any meeting a poll is demanded on the election of a chairman of the meeting or on the question of adjournment it shall be taken forthwith without adjournment. If a poll is demanded on any other question it shall be taken in such manner and either at once or later at the meeting or after adjournment as the chairman of the meeting directs. The result of a poll shall be deemed to be the resolution of the meeting at which the poll was demanded. A demand for a poll may be withdrawn.

FINANCIAL YEAR

37. Unless otherwise ordered by the Board of Governors, the fiscal year of the Corporation shall terminate on the 31st day of March in each year.

INTERPRETATION

38. In these by-laws and in all other by-laws and special resolutions of the Corporation hereafter passed unless the context otherwise requires, the word members shall also mean the Board of Governors where appropriate, words importing the singular number of the masculine gender shall include the plural number or the feminine gender, as the case may shall include firms and corporations.

AMENDMENTS TO BY-LAWS

39. These By-laws may be amended by approval of a motion by a two-thirds majority of votes cast at a meeting of the Board of Governors, provided that at least three weeks notice of the proposed amendments has been given. Added by Resolution June 25, 1987

Passed by the Board of Governors of the Cambrian College of Applied Arts and Technology, this 16th day of January 1975.

4.4 THE ROLE OF THE BOARD

In addition to the material provided in Guidelines for Governors, the following may assist Board members in understanding and their role on the Board.

THE CAMBRIAN COLLEGE BOARD OF GOVERNORS' ROLE IN GOVERNING POLICY-MAKING*

Policies govern the operations and direction of the college. They provide a framework for decision-making and one within which the college can adapt to change.[1]

LEVELS OF POLICY

The Board of Governors has final responsibility for policy governing all aspects of the College's affairs: programs, students, staff, facilities and funds. There are levels of policy appropriate to each aspect of the institution's affairs and to each of the two responsible bodies: the Board of Governors and the administration. It is the board's responsibility to set the appropriate level of policy at which it will operate, thus providing the guidance necessary for policy-making by administrators.[2]

Governing Policy:	Those fundamental issues of mission and program, typically involving questions of institutional direction and wellness, values, priorities, and principles that guide other decisions.[3] Either initiated by the President or suggested by the board; approved by the Board.
Executive Policy:	Those policies of human, financial and physical resource management which typically involve questions of primary clientele, types of services, delivery systems and which may focus on the relationship of programs and departments to overall mission. In addition, those concerns of major functional operations, such as planning, budgeting, finance, marketing and personnel.[4] Usually developed by the President and the college's executive officers in response to governing policy and sometimes approved by the Board.
Operating Policy: (Procedures)	Decisions that govern day-to-day practices. Mechanisms and procedures to handle routine transactions and normal operations: matters of form, process, method, and application of other policies. Regulations that guide or prescribe everyday conduct.[5]

This resource paper was prepared at the request of Cambrian College's Board of Governors. The paper outlines the Board's responsibilities and functions vis-à-vis its policy-making function and was adopted by the Board in January, 1991.

The paper draws heavily from American sources as very little has been written in the context of Canadian colleges or universities. The principles have been adapted to reflect the Canadian college context in particular.

Usually developed and approved by the college's executive officers and/or other administrative staff in response to executive policy and seldom reviewed by the Board.

The President's position provides the point of contact between the Board and the management. The President's role, as a member of the Board, is to provide the continuity in policy-making. When doubt exists as to what is governing, executive or operating policy, it is up to the President and Board Chair to determine which are the policy decisions requiring the attention of the Board.

GOVERNING POLICY DEVELOPMENT

a) Identification

While the Board must not delegate its responsibility to make governing policy in fundamental matters, it expects the President and his/her staff to exercise the initiative in formulating policy statements for the Board consideration whenever possible.[6] The depth of knowledge and experience of professional staff (for instance, knowledge of relevant legislation, collective bargaining agreements, etc.) permits the delegation of policy development from the Board to the administration.

The President has the duty to provide a context for governing policy formulation by keeping the Board informed about the important issues that will affect the long-term life of the institution.[7]

b) Formulation

The governing policy formulation process generally entails broad consultation and a search for consensus through forums such as the program advisory committees and the college councils. The administration manages the process and drafts the policy statement. Periodically, the President or other executive officers inform the Board of the tenor and direction of discussions. If preferred options emerge, they may also be previewed by the Board.[8]

c) Adoption

Before voting in favour of a governing policy, the Board's responsibility is to ensure that the proposed policy statement meets the policy objectives, the process of consultation was suitable, and the criteria for policy evaluation are appropriate. However, as stated by Chait & Taylor (1989), "The board should resist the temptation to rewrite policy recommendations. Boards are more effective as questioners [and suggestors] than as editors. The Board's responsibility is to state the objection, articulate the concern, offer the suggestion, then direct the administration to craft the proper language, either immediately if the Board's reservations are comparatively minor or at another time if qualms are substantial."

d) Implementation

The Board delegates responsibility for carrying-out governing policy wherever possible (but it cannot avoid certain tasks and decisions in implementing policy, such as the selection or evaluation of the President). As a rule, the Board will not be involved in governing policy execution, however, participation in policy implementation can teach a Board member about the nature of the college or improve communication between the board and key internal or external constituencies.[9]

With this in mind, individual Board members are invited from time to time to serve on various broad-based committees (operational review, budget advisory committee, think-tanks, etc.) The primary responsibility for implementing governing policy lies with the administration.

e) Review and Evaluation

The Board monitors governing policy on a regular basis. The President and the Board determine an appropriate time frame for a policy's evaluation. When the review is undertaken, the President briefs the Board about the policy's intended and unintended consequences. For executive policies, the President occasionally reports on the policy's impact. And for operating policies, the President may simply assure the Board that evaluations occur.[10]

In all cases, management should design and conduct the assessment, analyze the results, and suggest any policy changes.[11]

Discussion and/or approval of policy at various levels is one way the Board understands the day-to-day operation of the agency and is able to fulfil its accountability to the organization's various constituencies for seeing that the stated mission is being realized.

NOTES

1. Forrester, G., as cited in United Way of Canada, "Policy Development: The Big Picture". The Boardwalk Series.
2. Nelson, C.A., 1985 (revised 1989). "Distinguishing Between Policy and Administration", Association of Governing Boards of Universities and Colleges.
3. Chait, R.P., B.E. Taylor, 1989. "Charting the Territory of Nonprofit Boards". Harvard Business Review.
4. Chait & Taylor.
5. Chait & Taylor.
6. Nelson.
7. Chait & Taylor.
8. Chait & Taylor.
9. Chait & Taylor.
10. Chait & Taylor.
11. Forrester.

REFERENCES

1. Axelrod, N.R., 1977 (revised 1989). "A Guide for New Trustees", Association of Governing Boards of Universities and Colleges.
2. Botch, R., J. Cartwright, 1980. Better Board Meetings in Less Time. Black Hawk College, Moline, Illinois.

3. Chait, R.P., B.E. Taylor, 1989. "Charting the Territory of Nonprofit Boards". Harvard Business Review.

4. Cleary, R.E., 1980. "Policy and Administration in the Governance of Higher Education Institutions." Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA, April, 1980.

5. Nelson, C.A., 1985 (revised 1989). "Distinguishing Between Policy and Administration", Association of Governing Boards of Universities and Colleges.

6. United Way of Canada. "Policy Development: The Big Picture". The Boardwalk Series.

7. Zwingle, J.L., 1975 (revised 1984). "Effective Trusteeship, Association of Governing Boards of Universities and Colleges.

4.5 *BOARD OF GOVERNORS 1991 NOMINATION AND APPOINTMENT PROTOCOL*

OVERVIEW

Collège CAMBRIAN College is located in northeastern Ontario, serving a population of over 175,000. Our College is one of two post-secondary institutions in the region offering programs in French and English: post-secondary, upgrading, retraining, continuing education and management development programs.

In 1975, Cambrian College was designated a bilingual institution by its Board of Governors. Since than, we have been committed to providing the community with high-quality programs and services in French and English and we will continue to strive for excellence in meeting our mandate.

The ethnic breakdown for our catchment area is as follows:

English:	33.8% (single origin)
French:	32.3% (single origin)
Native:	3.3% (single origin)
Other:	17.6% (single origin)
Other:	13.0% (multiple origin)

The labour market breakdown for our catchment area is as follows:

Services:	46.7%	(public administration, commercial/businesses, financial, insurance, real estate, hospitality, tourism, etc.)
Primary Resource:	13.4%	(mining, forestry, etc.)
Manufacturing/ Construction:	12.8%	(includes smelting & refining)
Trade:	17.0%	(retail & wholesale)
Other:	9.9%	(transportation, communication, etc.)

ISSUES

French-Language Post-Secondary Education:

Provincially, early in 1989, the Minister of Colleges and Universities announced increased funding for French language education in Ontario. The federal and provincial governments have expressed their ongoing commitment with the establishment of a French language college in Ottawa and initiation of studies proposed to examine various options for expansion of post-secondary French education services in the south and north of the province.

While recognizing its mandate as a bilingual institution, the College has continued to support the government's endeavours to explore the possible establishment of a French-language college in Northern Ontario.

Funding: The general inadequacy of the operating grant has led to severe financial constraints for virtually all colleges. This has made it extremely difficult for the colleges to diversify their program mix to meet evolving labour market demands, to provide for essential retraining, to update laboratories, equipment and physical plants, and to provide for the continued development of our human resources. More recently, this problem is further exacerbated by swelling enrolments.

The consequences of this general underfunding have been further compounded in the past few years by the costs of implementing the academic agreements; by the reduction in federal support for institutional training under the Canadian Jobs Strategy; and by the additional costs of meeting increasing special requirements such as Freedom of Information, Operational Review and affirmative action programs for minority groups.

Mature Learners: Adult training and part-time enrolment must continue to be areas of emphasis if the College is to realize stable enrolments through future years since maturing "baby boomers" will drive a strong demand for retraining.

Residence: Specific consideration is being given to building residence facilities to provide good, affordable and nearby accommodation for students. The initiative is expected to increase participation of special needs students as well as increase participation in the francophone and native program areas where students must often relocate themselves and their families in order to pursue a post-secondary education. An intensive fund-raising campaign is presently underway, in order to secure capital for the residence project.

Community Relations: During the past year the College has improved its financial situation through the streamlining of its operation. Among several expenditure-reduction initiatives, the Futures program has been downsized to reflect a reduction in provincial support. As well, following a comprehensive program performance review, a small number of programs have been suspended for one year. The College has developed a well-defined strategy to minimize the negative impact of these decisions upon our community in order to maintain our community's high esteem of Cambrian College.

College Education Opportunities for Natives: In terms of enrolments, native-specific program mix, and services provided to native students, Cambrian College is unsurpassed in Canada. The success of our programs is due in large part to the strong link between the college and the First Nations communities. Native issues will continue to be a focus for Cambrian College and initiatives that will ensure continued relevancy in native-specific programs and services will be given special emphasis.

PRESENT BOARD MEMBERSHIP ANALYSIS
(External Appointees)
1991

Objectives	Current Representation *	Minimum Recommended Representation	To be Considered For Appointment 1991
Continue gender quality	6 women 5 men	5-7 5-7	1 person
Continue the strengthening of francophone participation	5	4	
Continue the strengthening of native participation	1	1	
Ensure alumni representation	0	1	1 alumnus
Ensure effective labour participation	0	1	1 labour participant
Ensure representation on Board in terms of community occupational and employment characteristics S = Services R = Resources O = Other	S -11 R - 2 O - 4	N/A	flexible
Maintain communication with governments	2	2	
Maintain communication with other educational institutions	5	3	
Meet the educational needs of groups with special or unique needs (member with familiarity with issues relating to accommodation of persons with disabilities)	3	3	

*** Board Members whose terms continue during 1991**

Approved by the Board of Governors
September 27, 1990
Motion no. 19-90-55A

4.6 *THE ELECTION OF INTERNAL MEMBERS TO THE BOARD OF GOVERNORS OF COLLEGE CAMBRIAN COLLEGE*

(Reference: "Regulations, Policies and Guidelines Relating to the Composition and Appointment of College Governors" and "Consolidation of Regulation 640", prepared by the Ontario Council of Regents and the Ministry of Colleges and Universities.)

The following policies and procedures relate to the election of members to the Board of Governors. Elections shall be held in accordance with procedures and conditions established by the Board of Governors through consultation with the constituent groups and approved by the Council of Regents.

1.0 COMPOSITION

The Board of Governors shall be composed of seventeen members:

a) twelve appointed by the Council of Regents from nominations representative of the region served by the College;

b) the President of the College who is an Ex-Officio member with full voting privileges;

c) four appointed by the Council of Regents as voting members of the Board, following election respectively by academic staff, administrative staff, support staff, and students.

Except as limited by Regulation 640, elected governors shall have the same legal rights, responsibilities, and authority as appointed governors.

Although the internal governors are elected, and bring to the Board the perspectives of their constituencies, they must also, as must all governors, represent and promote the interests of the college as a whole.

2.0 FUNDAMENTAL PRINCIPLES

a) The fundamental principle upon which all election procedures are to be based is that of universal voting rights. Therefore, a reasonable opportunity to participate in the election process, both as a voter, and as a candidate for election, shall be provided to all members of the constituent groups, as defined in section 3.0 herein.

b) The democratic principle of "one person, one vote" shall prevail. For example, when it appears that an individual may, by virtue of his/her is involved in more that one area of the college (i.e., a support staff person who teaches part-time in Continuing Education, or an academic member who is enroled in a Certificate Program through Continuing Education), that person will be allowed only one vote. The constituency group to which that person belongs will be determined on the basis of the area in which the individual has his/her primary role.

3.0 DEFINITION OF CONSTITUENT GROUPS

The four constituent student and staff groups are defined as follows:

a) An academic member is a person who is employed by the Board of Governors as a teacher, counsellor or librarian. This includes a person employed full-time or part-time.

b) An administrative staff member is a person who is employed by the Board of Governors and who is not an academic staff member or a support staff member.

c) A support staff member is a person who is employed by the Board of Governors as a member of the office, clerical, technical, health care, maintenance, building, service, shipping, transportation, cafeteria or nursery staff. This includes a person employed full-time or part-time.

d) A student is a person who is enroled in a "program of instruction" in the college. This includes a person enroled on a full-time or part-time basis and includes a person enroled in a post-secondary or adult training program. A "program of instruction" means a group of related courses, leading to a diploma, certificate or other document, awarded by the Board of Governors.

4.0 ELIGIBILITY

a) Each member of a constituent group has full voting privileges, and:

i) shall be eligible for nomination to run as a candidate for office;

ii) may nominate candidates for office;

iii) may vote in the election of candidates running for office within his/her constituent group.

5.0 TERMS OF OFFICE

a) Members elected by academic, administrative and support staff have a three-year term and are eligible for immediate re-election once. Following a lapse of two years, a member is eligible for a further term.

b) The elected student member has a one-year term, and is eligible for immediate re-election twice.

c) An elected member who ceases to be a member of a constituent group automatically ceases to be a member of the board except in the case of a student member who graduates prior to the expiration of the term.

d) In order to accommodate the transitional length of term, as decided by the Ontario Council of Regents, terms of office for 1991 shall commence January 1st and expire August 31st. Henceforth, all terms of office shall commence September 1st and expire August 31st.

6.0 RETURNING OFFICERS

a) The Board of Governors shall appoint a Chief Returning Officer to oversee the election process.

b) A Constituent Deputy Returning Officer shall be appointed from each constituent group by the Chief Returning Officer.

c) One Area Campus Deputy Returning Officer for each campus shall be appointed by the Chief Returning Officer after consultation with the Constituent Deputy Returning Officers.

7.0 MID-TERM VACANCIES

Where for any reason, a vacancy should occur among any of the elected governors, and if more that six months remain in the term, a by-election will be held as early as possible, consistent with the provisions of this resolution. If less that six months remain in the term, the position shall remain vacant. Members elected through a by-election will complete the terms of those whom they were elected to replace.

8.0 NOMINATION/CANVASSING PROCEDURES

Nominations must be filed on a form authorized by the Board of Governors during a specified ten (10) calendar day period (see Exhibit A). The nomination form shall contain the name of the nominee and the signatures or at least two (2) constituent members in support of the nomination. The nominee shall be required to sign the form to signify that he/she is aware of the nomination and is willing to accept the role and responsibilities if elected. Persons duly nominated shall have twenty-four (24) hours on the close of the nomination period to reconsider their nomination. The Chief Returning Officer shall verify the eligibility of the nominees and shall be responsible for advising the candidates and the Secretary to the Board of Governors of required elections. Canvassing shall be allowed during a ten (10) calendar day period commencing on the close of nominations and ending twenty-four (24) hours prior to the opening of the election polls.

9.0 VOTERS LIST

A Voters List shall be posted with the opening of nominations and shall include all registered full-time or part-time members of that constituency as of that date. Amendments and challenges to the list as posted shall be received and responded to in writing by the Chief Returning Officer up to and including the day of voting but before the closing of the polls on that day.

Voters Lists shall be posted at least ten (10) days prior to election day.

10.0 SECRET BALLOT

The election shall be conducted by a secret ballot process.

11.0 DISPUTE RESOLUTION

The Chief Returning Officer shall render a decision on any dispute during or following an election.

12.0 APPEAL PROCEDURE

Appeals to any action or decision of the Chief Returning Officer shall be made first to the Chief Returning Officer and then to the Board whose decision shall be final. A written decision shall be given to any appeal within 72 hours.

13.0 MATERIALS FOR THE ELECTION

The Chief Returning Officer shall have available:

a) voters lists;

b) a sufficient number of ballots and ballot envelopes;

c) instructions for Constituent Deputy Returning Officers, Area Campus Deputy Returning Officers and Poll Clerks;

d) a sufficient number of ballot boxes for each polling station;

e) such other material deemed necessary to ensure proper conduct of the election.

14.0 VOTING PROCEDURES

a) Balloting shall take place on designated dates. Polls shall be open from 9:00 a.m. to 7:00 p.m. (except as noted in (m) below.

b) One polling station having a sealed ballot box for each of the constituent groups shall be provided (except as noted in (m) below).

c) Polling booths with pencils shall be provided (except as noted in (m) below).

d) Ballots are to be colour-coded by constituent group.

e) The Chief Returning Officer or a Constituent Deputy Returning Officer shall be present at the polling station to supervise the vote at all times.

f) The Chief Returning Officer shall be available during polling hours to rule on any dispute.

g) Proxy voting shall not be allowed.

h) Potential voters may be asked for proof of employment at the College, or student identification, and for suitable identification and/or for someone known to the polling clerk to attest to the voter's identity.

i) If a voter's name appears on the Voters' List, a Poll Clerk shall mark a line through the name of the voter on the Voter's List before providing a ballot.

j) The ballot shall bear the initials of the Constituent Deputy Returning Officer or designate, and the initial shall be visible when the ballot has been folded.

k) Except in the case of a segregated ballot, after marking the ballot, the voter shall hand the ballot to the Poll Clerk who shall place the ballot in the ballot box.

l) Segregated balloting shall be conducted in the following manner:

   i) Those requiring a segregated ballot shall identify themselves to the Deputy Returning Officer or designate.

   ii) A segregated ballot information form (Exhibit B) must be completed.

iii) The ballot shall bear the initials of the Constituent Deputy Returning Officer or designate, and the initial shall be visible when the ballot has been folded.

iv) After marking the ballot, the voter shall place the ballot in an envelope marked "Ballot Envelope". The lettering "Ballot Envelope" shall be printed in a colour to match the colour coding used for constituents ballots. The Area Campus Deputy Returning Officer or Poll Clerk shall then place the ballot envelope and the segregated ballot form in an envelope marked "Segregated Ballot Envelope" and place the "Segregated Ballot Envelope" in the ballot box.

m) Balloting on the area campuses shall be conducted in the following manner:

i) Ballots for area campuses shall include a standard envelope marked "Ballot Envelope". The lettering "ballot envelope" shall be printed in a colour to match the colour-coding used for the constituents ballots.

ii) Ballots and Ballot Envelopes shall be sent in advance to the area campuses. Ballot by mail shall be used for voters in remote areas. The ballot is to be placed in an unmarked envelope; the unmarked envelope is then placed inside another envelope which is signed on the outside by the voter.

iii) After voting, the voter shall place the ballot in the "Ballot Envelope". The Area Campus Deputy Returning Officer or Poll Clerk shall place it together with all such "Ballot Envelopes" received by the close of the poll, in an envelope suitable for returning to the Chief Returning Officer. The marked Voter Lists and unused ballots shall be returned to the Chief Returning Officer.

iv) Procedures for marking Voter Lists and initialling ballots shall be the same as in (i) and (j) above.

v) Ballots must be received by the Chief Returning Officer before midnight of the election day.

15.0 COUNTING OF BALLOTS

a) Ballots shall be counted by the Constituent Deputy Returning Officers and Poll Clerks at a time and place as set by the Chief Returning Officer. This information shall be clearly posted at each poll throughout the polling period.

b) Each candidate may be present in person or represented by a scrutineer at any counting of ballots.

c) The Chief Returning Officer shall rule on the eligibility of any ballot with improper marking.

d) The candidate with the greatest number of votes shall be declared the winner.

e) In the event of a tie, the Chief Returning Officer shall conduct a lottery to determine the winner, then cast the deciding vote in that candidate's favour.

f) A document verifying the election results by constituency, showing standings of all candidates, shall be forwarded by the Chief Returning Officer to the Secretary of the Board of Governors within twenty-four (24) hours of the election. The Secretary shall notify the Council of Regents of the names of the candidates who were declared elected or acclaimed.

16.0 RECOUNT

A candidate desiring a recount shall make a formal written request to the Chief Returning Officer stating just cause, within two (2) calendar days following the election. If the Chief Returning Officer accepts the request, the recount shall be conducted by the Chief Returning Officer and any two Constituent Deputy Returning Officers.

17.0 DISPOSITION OF ELECTION MATERIAL

The Chief Returning Officer shall arrange to have the ballots, Voters Lists and other relevant election documents stored for a period of one month after the official count has been recorded or such longer period as the Chief Returning Officer deems necessary. The stored materials shall then be destroyed by arrangement and order of the Chief Returning Officer.

18.0 REVIEW PROCESS

After each election, the Chief Returning Officer and Board Secretary shall consult the constituent groups to review these policies and procedures and make recommendations to the Board of Governors.

Approved by the Ontario Council of Regents
December, 1987
Revised: September, 1990

4.7 *1991 MEMBERSHIP*

BOARD MEMBER	TERMS OF OFFICE * INITIAL APPOINTMENT TERM	SECOND APPOINTMENT TERM **
BARBER, PAULA	Jan. 1/88 - Dec. 31/90	Jan. 1/91 - Aug. 31/93
BLANCO, JOSÉ	Jan. 1/87 - Dec. 31/89	Jan. 1/90 - Aug. 31/92
BOLDUC, TRUDY	Jan. 1/90 - Aug. 31/92	(Sep. 1/92 - Aug. 31/95)
BOUCHARD, LARRY ***	Jan. 1/88 - Dec. 31/88	Jan. 1/89 - Dec. 31/91
DESMARAIS, GUY	Jan. 1/90 - Aug. 31/92	(Sep. 1/92 - Aug. 31/95)
DIONNE-LAURIN, LORRAINE	July 1/89 - Dec. 31/91	(Jan. 1/92 - Aug. 31/94)
FILO, JOHN ***	Jan. 1/91 - Aug. 31/93	(Sep. 1/93 - Aug. 31/96)
FRAMPTON, ANN ***	Jan. 1/91 - Aug. 31/93	(Sep. 1/93 - Aug. 31/96)
HAGAN, MARION	Jan. 1/87 - Dec. 31/89	Jan. 1/90 - Aug. 31/92
HAYDUK, STAN	Jan. 1/88 - Dec. 31/90	Jan. 1/91 - Aug. 31/93
McCUTCHEON, RICK	Jan. 1/88 - Dec. 31/90	Jan. 1/91 - Aug. 31/93
PAQUETTE, LOUISE	Apr. 1/90 - Aug. 31/92	(Sep. 1/92 - Aug. 31/95)
PELTIER, SARA	Jan. 1/89 - Dec. 31/91	(Sep. 1/92 - Aug. 31/94)
RICCIO, PETER ***	Sept. 91 - Aug. 31/92	(Sep. 1/92 - Aug. 31/93)
SCHRAEDER, KIM ***	Sept. 91 - Aug. 31/92	(Sep. 1/92 - Aug. 31/93)
SEELEY, LARRY	Jan. 1/87 - Dec. 31/89	Jan. 1/90 - Aug. 31/92
TOOLEY, BARRY	Jan. 1/91 - Aug. 31/93	(Sep. 1/93 - Aug. 31/96)

* **excludes President**
** **reappointments are not automatic**
*** **must be re-elected and appointed by Council of Regents in order to serve a second term**
Prepared by Board Office, 1991

4.8 *1991 BOARD COMMITTEE MEMBERSHIP LIST*

Executive Committee

P. Barber, Chair
R. McCutcheon, Vice-Chair
J. Blanco, Past Chair
T. Bolduc, Committee Chair
S. Hayduk, Committee Chair
G. Desmarais, Committee Chair
S. Peltier, Committee Chair
G. Crombie, President

Education and Planning Committee

T. Bolduc, Committee Chair
L. Bouchard
L. Dionne-Laurin
J. Filo
S. Peltier
L. Seeley
B. Tooley
Student Board Member

Comité des affaires francophones

G. Desmarais, président du comité
J. Blanco
T. Bolduc
L. Dionne-Laurin
L. Paquette
K. Schraeder

Finance & Administration Committee

S. Hayduk, Committee Chair
J. Blanco
G. Desmarais
A. Frampton
M. Hagan
L. Paquette
Student Board Member

Membership Committee

P. Barber, Board Chair
R. McCutcheon, Vice-Chair
G. Crombie, President
L. Seely, Board Member

Native Affairs Committee

S. Peltier, Committee Chair
L. Assinewai *
M. Commanda *
D. Fisher *
G. Jacko *
J. Naponse *
M. Tincombe-Shaw *
D. Trudeau *
B. Webkamigad *
D. White *

Ex-officio

P. Barber, Board Chair
R. McCutcheon, Vice Chair
J. Blanco, Past Chair
G. Crombie, President

* **Non-Board members**
Appointed by the Board to serve as members of the Committee

4.9 *COMMITTEE MANDATES*

a) EDUCATION AND PLANNING COMMITTEE

MANDATE

It is the role of Education and Planning Committee to advise and make recommendations to the Board of Governors regarding the establishment, monitoring and evaluation of appropriate educational planning goals and objectives, consistent with the college mission.

MEMBERSHIP

The Education and Planning Committee members shall consist of at least 10 Board members, including ex-officio membership of the Board Chair, Board Vice-Chair and College President.

PROCEDURAL GUIDELINES

a) Committee members will be appointed annually.

b) The Committee will meet at least twice annually.

c) The Committee will review and make recommendations to the Board regarding the following planning documents and operational reports: Mission Statement and Statement of Values, Multi-Year Plan, College Annual Report, Activity Plan, Placement Report and Program Review reports.

d) The Committee will maintain a liaison with the College's Program Advisory Committees.

e) The Committee will be responsible for overseeing all aspects of the Operational Review process.

f) The Board may assign an advocacy role to the Committee, in particular with government and other external agencies when funding, programming or other similar issues which affect students and programs arise.

Approved by the Board of Governors
September 27, 1990
Motion No. 09-90-53

b) FINANCE AND ADMINISTRATION COMMITTEE

MANDATE

The role of the Finance and Administration Committee is to advise and make recommendations to the Board of Governors regarding the establishment, monitoring and evaluation of appropriate financial and administrative goals and objectives, consistent with the College mission.

MEMBERSHIP

The Finance and Administration Committee members shall consist of at least 10 Board members, including ex-officio membership of the Board Chair, Board Vice-Chair and College President.

PROCEDURAL GUIDELINES

a) Committee members will be appointed annually.

b) The Committee will meet at least twice annually.

c) The Committee will serve as the College's audit committee.

d) The Committee will review and make recommendations to the Board regarding the following activities: annual budget, annual budget review, audited financial statements, appointment of external auditor, external auditor's report, significant changes in financial and administrative policies and practices.

e) The Board may assign an advocacy role to the Committee, in particular with government and other external agencies when funding, resource allocation or other similar issues which affect the overall functioning of the College arise.

Approved by the Board of Governors
December 20, 1990
Motion No. 12-90-79

c) COMITÉ DES AFFAIRES FRANCOPHONES

MANDATE

That the Comité des Affaires francophones shall be responsible for making recommendations to the Board of Governors of Cambrian College in matters pertaining to the promotion, development and growth of the francophone culture and the French language through programs and services within the college and the francophone community.

MEMBERSHIP

That the French-speaking members of the Board of Governors be voting members of the Comité des Affaires francophones. And that the regular business of the Comité des Affaires francophones be conducted in French.

Approved by the Board of Governors
April 27, 1989
Motion No. 04-89-36 and 04-89-37

d) MEMBERSHIP COMMITTEE

MANDATE

The role of the Board Membership Committee is to recommend Board reappointments and replacement nominees for full Board approval prior to submitting nominations to the Council of Regents. In doing so, the Committee will ensure that the recommendations are representative of the community and maintain an overall balance of interests.

MEMBERSHIP

The Board Membership shall consist of the Board Chair, Board Vice-Chair, a Board Member-at-large and the President.

PROCEDURAL GUIDELINES

a) The Committee shall meet at least once a year, usually in April.

b) The Committee will oversee both the coordination and review of the results of elections of internal Board members. Periodic review of the Election of Internal Members to the Board of Governors of Cambrian College document will be undertaken and recommendations, if any, brought to the Board's attention.

c) The Committee will oversee the nomination process for external Board representatives as well as Board reappointments. Periodic review of the Board of Governors Nomination and Appointment Protocol document will be undertaken and recommendations, if any, brought to the Board's attention.

Approved by the Board of Governors
September 27, 1990
Motion No. 09-90-55

e) NATIVE AFFAIRS COMMITTEE

MANDATE

The role of the Native Affairs Committee is to advise and make recommendations to the Board of Governors, or its representatives, regarding the development of educational programs and services that are responsive to the social, cultural, political and economic challenges of First Nation peoples.

MEMBERSHIP

The Board of Governors will appoint eleven members, for three-year terms according to the following criteria:

a) 2 Board members (a First Nation representative and the College President)
b) 3 members from the First Nation education community
c) 3 members from the First Nation communities
d) 3 members from the Cambrian College community

PROCEDURAL GUIDELINES

a) The Committee will advocate and make recommendations on issues related to access, recruitment and retention of First Nation students.
b) The Committee will promote an awareness of and appreciation for the diverse culture and languages of First Nation peoples.
c) The Committee will consult and make recommendations regarding the goals and objectives for the Multi-Year Plan as they relate to First Nation education.
d) The Committee will advise on the development and inclusion of culturally specific programs and courses across College programs.
e) Appointments and re-appointments will be made by the Board each June.
f) The Committee will be chaired by a First Nation member of the Board of Governors.
g) The six non-board First Nation community representatives will be recommended by the Chiefs of the Robinson-Huron Treaty area according to the following criteria:

    a) a minimum of 1 of the 6 must be a representative of the Urban Native Communities
    b) 1 education community member from the North Shore Tribal Council
    c) 1 education community member from the United Chiefs and Councils of Manitoulin
    d) 1 education community member from the Independent First Nation Communities
    e) 1 community member representing the Urban Native Communities
    f) 1 community member representing the First Nation of North Shore Tribal Council
    g) 1 community member representing the Manitoulin First Nation Communities.
    h) The Committee will meet at least three times per year.
    i) The Committee will rule by consensus.
    j) A simple majority shall constitute Committee quorum.
    k) Initial terms of office shall be staggered by appointing non-board members to 1, 2 or 3 year terms to ensure membership continuity for subsequent years.

Approved by the Board of Governors
September 27, 1990
Motion No. 09-90-58

4.10 *MEETING PROCESS*

A) MEETING SCHEDULE

- A schedule of Board meetings and events is distributed in September and updated again in January. Additional meetings may be called as needed.

- Regular Board meetings are usually:
  - held on the 4th Thursday of the month, September to June
  - from 5:15 p.m. to 7:00 p.m.
  - at the Barrydowne Campus.

- Committee meetings are held as per the meeting schedule or as needed

B) MEETING FORUM

- As a matter of policy, regular Board meetings are open to the public, except when confidential matters are to be addressed in camera. In matters requiring decisions, motions are put forward and debated from various viewpoints and resolutions considered.

- In camera Board meetings are held infrequently, usually to deal with personnel or property matters. Decisions taken in an in camera meeting are usually reported at the Board's next regular meeting.

- Informal sessions (retreats, workshops, or informal meetings) are sometimes held to allow free and wide-ranging discussions to take place. When an issue of sufficient complexity or magnitude of scope arises, thorough, thoughtful, and often lengthy discussions may take place at informal sessions, with in-depth sharing of information, opinions and perspectives. In some instances, subject areas may require several discussions to be held over a period of months before the Board is prepared to make a decision. Whenever informal discussions appear to be leading to decisions or possible policy development, the matter is brought forward to the Board's regular meeting. At the open meeting, any previous discussion is summarized, motions are put forward and debated from divergent viewpoints, and resolutions considered.

C) AGENDA PLANNING

- Meeting agendas are coordinated by the Board Secretary in consultation with the Board Chair and the President. Items are selected, order determined, and the agenda is distributed to Board members in accordance with Board Bylaws. The Board Secretary briefs people reporting at the Board meeting on their place in the agenda and the approximate times allotted.

- Agendas are sent to all members one week ahead of regular Board meetings to allow sufficient time to prepare for the meeting.

- Requests to have items considered by the Board are brought to the attention of the Board Chair and/or the President at least 10 days in advance of a meeting. In order to meet the high expectations placed upon him/her, the Board Chair must be thoroughly familiar with agenda items before the Board meeting. This requires a thorough understanding of the issues to be discussed and a clear understanding of the desired decisions. In preparing the agenda, the Board Chair and the President must ensure that matters requiring Board deliberation will be presented appropriately and with sufficient background information to facilitate good discussion or sound decision-making. For these reasons, it is the Board's practice, through the Board office, to request the following supplementary information:

  - the reason for putting the item on the agenda
  - an indication of whether the item is for information or for Board action
  - an explanation of the objective of the information/decision
  - if Board action is require, what is the desired decision
  - a reasonable amount of supporting material to cover the item so that other Board members will be in a position to discuss the item with equal preparedness

- Information packages are prepared and distributed by the Board Secretary, usually two times a month. Background material to agenda items is not included in the INFO Package. Items that require action are printed on yellow paper.

D) ROUTINE MEETING AGENDA ITEMS

- **Approval of the Agenda.** The addition or removal of items from the circulated agenda occurs infrequently, however, when considered, requires a 2/3 majority vote.

- **Adjournment Time.** The Board sets a time for adjournment which can only be extended by agreement. If the complete order of business has been concluded, the Board Chair declares the meeting adjourned.

- **Approval of the Minutes.** If possible, errors and/or omissions should be brought to the attention of the Board Secretary before the meeting.

- **Committee Reports.** The Committee Chair of each Board committee gives a report of any meetings held since the last regular Board meeting.

- **Staff Presentations.** Staff presentations are included as a regular item on the Board agenda. Such presentations provide an opportunity for the Board to get to know and understand the diverse programs and services provided by the College to the community.

E) MEETING RULES OF ORDER

- It is the Board's practice to use Robert's Rules of Order and/or Procedures for Meetings and Organizations except where they are inconsistent with the Board by-laws or any applicable law.

- The following is a brief summary of common parliamentary rules. The Board Secretary is available to assist Board members in understanding and applying rules of motions prior to a meeting. The Board Chair is responsible for interpreting and applying the rules of order during the meeting.

RULES OF MOTION

To do this:	You say this:	May you interrupt speaker?	Motion to be seconded?	Is motion debatable?	Is motion amendable?	What vote is required?
1. Make a motion	"I move to..."	No	Yes	Yes	Yes	Majority
2. Amend a motion under consideration	"I move to amend the motion to..."	No	Yes	Yes	Yes	Majority
3. Request information	"Point of information"	Yes if urgent	No	No	No	No vote
4. Object to procedure	"Point of order"	Yes	No	No	No	No vote - chair decides
5. Object to consideration some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3 vote
6. Vote on a ruling	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

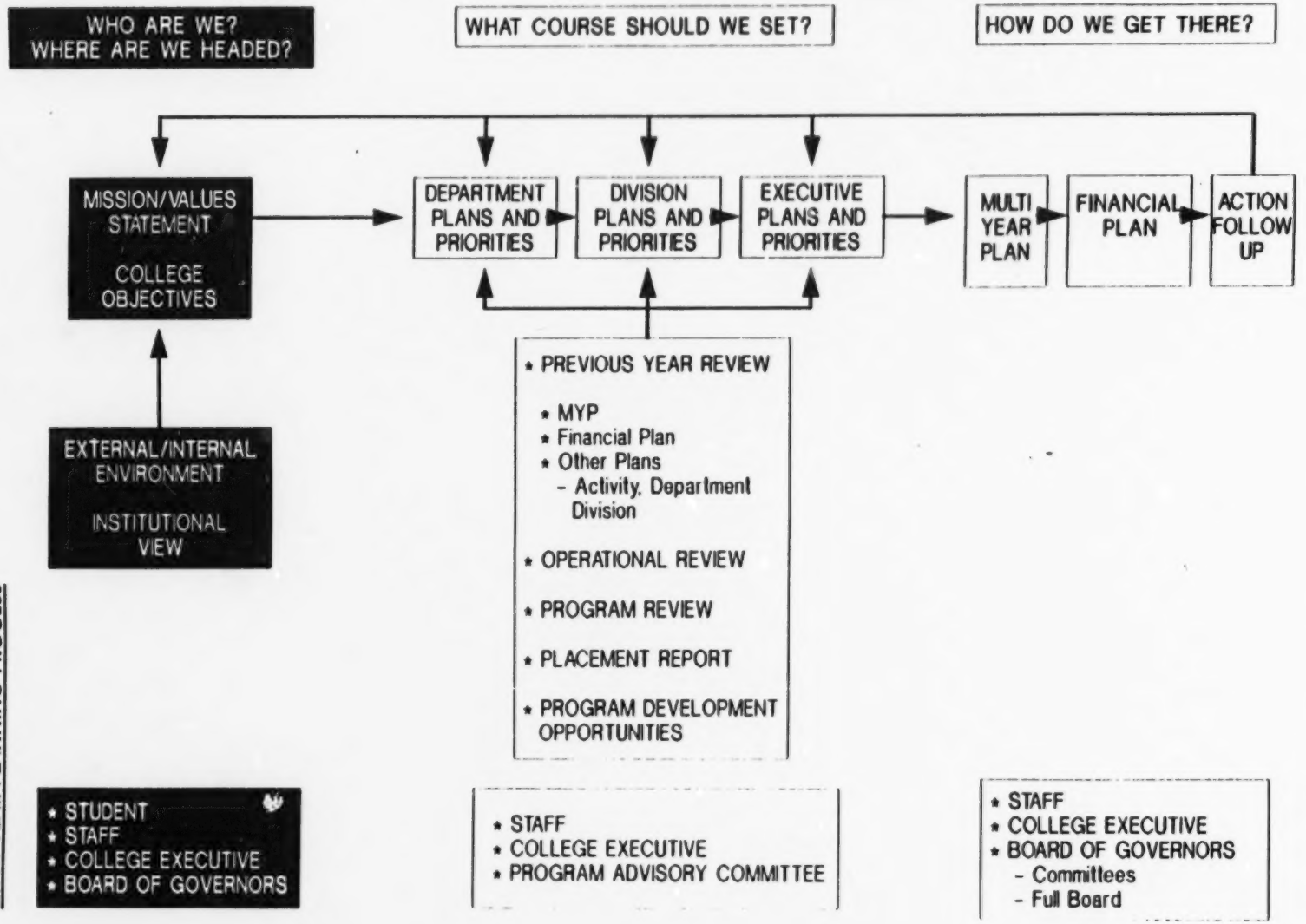
F) VOTING

- Most questions arising at Board meetings are decided by a simple majority vote. The Board Chair does not vote, except in the case of an equality of votes.

G) CONFLICT OF INTEREST

- Reference to conflict of interest guidelines may be found in the Guidelines for Governors and in the Board's by-laws.

MULTI YEAR PLANNING FRAMEWORK



4.12 *OPERATING BUDGET PROCESS*

1. Budget instructions and guidelines are adopted by the College Executive Committee, taking into consideration the Multi-Year Plan and the approved Activity Plan for student enrolment.

2. Departments prepare annual budget requests using approved instructions and guidelines.

3. Finance and Administration prepares a consolidated budget for review by the Executive Committee.

4. The Board of Governors Finance and Administration Committee considers the proposed budget for recommendation to the Board of Governors.

5. The Board of Governors reviews/considers and adopts the final budget.

6. The College Executive Committee oversees the implementation of the approved budget.

7. Fall Budget Review

   - Departments prepare requests for adjustments to budgets. Requests are consolidated by Finance and Administration and considered by the College Executive Committee.

   - The College Executive Committee recommends budget adjustments for consideration by the Board of Governors Finance and Administration Committee.

   - The Board of Governors Finance and Administration Committee reviews the proposed budget adjustments for recommendation to the by the Board of Governors.

   - The Board of Governors reviews/considers and adopts the final revised annual budget.

4.13 *HOW CAN A BOARD MEMBER GET INVOLVED IN HELPING THE COLLEGE?*

HOW CAN I HELP STUDENTS WITH THEIR CAREER PLANNING?

List full-time job openings for graduates or alumni and part-time job openings or summer job openings for students with the Cambrian College Placement Centre.

HOW CAN I HELP WITH ENROLMENT OF STUDENTS?

Refer high school students and other potential students who may be interested in receiving information or visiting Cambrian College to the Admissions Office.

HOW CAN I CONTRIBUTE TO COLLEGE RELATIONS?

Attend August Rendez-vous, Spring Soirée, convocations and special events which provide opportunities to socialize with students, alumni, parents, college staff members, friends of the college and fellow board members.

HOW CAN I HELP WITH COMMUNITY RELATIONS?

Show your support for the college by providing information about the college to friends, acquaintances and others at professional, social, business, civic, and personal activities in your community. Be an "ambassador of good will" for the college on such occasions.

HOW CAN I HELP WITH THE COLLEGE'S ACADEMIC PROGRAMS?

Offer your services as a classroom guest lecturer in an area where you have expertise. Be sensitive to the material and equipment needs of academic programs and seize opportunities to help the college acquire these items through donors or at cost.

HOW CAN I HELP WITH THE COLLEGE'S DEVELOPMENT EFFORTS TO OBTAIN MAJOR GIFTS?

Board members are of vital importance in the effort to obtain major gifts. The interest you show in this ongoing effort, the suggestions you make, the help you give and the appreciation you express all stimulate prospective donors to make major investments in Cambrian College. Contribute an annual gift, a capital gift, a life income deferred gift, and/or endowment to Cambrian College according to your ability to give and your belief in the college. Make an appointment for the President and yourself to visit a prospective donor. All gifts received are appropriately acknowledged for income tax purposes.

4.14 *WHO HAS THE INFORMATION BOARD MEMBERS NEED?*

If you want:		
1.	To check the time and/or place of a Board or Committee meeting	1. Board Office
2.	To report your expected attendance or absence for a meeting	2. Board Office
3.	To inform the college of a new address or phone number	3. Board Office
4.	To nominate someone for Board membership	4. Board Office
5.	To have an item considered for the agenda of a Board meeting	5. Board Office
6.	To make travel arrangements	6. Board Office
7.	College budgetary or fiscal information	7. Vice President of Finance & Administration
8.	Public relations information	8. Public Affairs Office
9.	To inquire about special events	9. Board Office
10.	To inquire about academic policies or programs, faculty or student academic programs	10. Vice President Academic Vice-président académique
11.	Enrolment statistics	11. Registrar's Office
12.	To inquire about student personnel policies or co-curricular activities	12. Vice President, Student Services
13.	To inquire about administrative decisions or administrators	13. President
14.	To obtain on-campus phone extension numbers of college personnel	14. Board Office
15.	To ask questions about the Cambrian calendar	15. Registrar's Office
16.	Tickets for Theatre Cambrian productions	16. Board Office

17.	Information and schedules for athletic events	17. Vice President, Student Services
18.	Alumni information	18. Cambrian Foundation Office
19.	Information about annual fund gifts or gift records	19. Cambrian Foundation Office
20.	Information about capital gifts or campaigns	20. Cambrian Foundation Office
21.	Information about estate planning, bequests and deferred life income gifts	21. Cambrian Foundation Office
22.	To suggest the name of a prospective donor	22. President or Executive Director of Cambrian Foundation
23.	To refer a student for admission	23. Registrar's Office
24.	To refer a student for financial aid information	24. Registrar's Office
25.	To list a part-time or full-time job opening for Cambrian students or graduates	25. Vice President, Student Services

3.15 *ORIENTATION AND PROFESSIONAL DEVELOPMENT*

- New Board members may not have all of the necessary knowledge and skills required. An orientation program has been designed for new and veteran Board members. As well, the Board Secretary coordinates board development opportunities to improve qualities in the board membership and the quality of governance by the Board.

Collège CAMBRIAN College

CONSEIL DES GOUVERNEURS

FRAIS DE DÉPLACEMENT

Date : _____

Objet du voyage ou des dépenses _____

_____

DÉPENSES - veuillez attacher les reçus	**MONTANT**
DÉPLACEMENT : ___km x 30 $/km = ____ (sud de l'Ontario)	_____
___km x 30,5 $/km = ____ (nord de l'Ontario) (pour convertir les milles en kilomètres, multiplier par 1 609)	_____
LOGEMENT : _____	
REPAS : _____	
AUTRES : _____	
TOTAL	_____

SIGNATURE_____

Veuillez envoyer à :

Madame G. Lafrance
Secrétaire du Conseil des Gouverneurs
Collège CAMBRIAN College
1400, chemin Barrydowne
Sudbury (Ontario)
P3A 3V8

A l'usage exclusif du bureau

DATE_____ SIGNATURE_____

NO de budget_____

révisé le 8 août 1991

Collège CAMBRIAN College

BOARD OF GOVERNORS

TRAVEL EXPENSE SHEET

Date: _____

Purpose of Trip of Expenditure _____

EXPENSES - Please attach appropriate receipts		**AMOUNT**
TRAVEL:	___km x 30.0 c/km = _____ (Southern Ontario)	_____
	___km x 30.5 c/km = _____ (Northern Ontario) (Conversion Factor - miles to km, multiply by 1.609)	_____
ACCOMMODATION:		
MEALS:		
OTHER:		
TOTAL AMOUNT		_____

SIGNATURE_____

Please Mail to: Mrs. G. Lafrance
Board Secretary
Collège CAMBRIAN College
1400 Barrydowne Road
Sudbury, Ontario
P3A 3V8

OFFICE USE ONLY

DATE_____ SIGNATURE_____

BUDGET AREA_____

revised August 8, 1991

Collège CAMBRIAN College

BOARD OF GOVERNORS RESOURCE MANUAL

SECTION V
GOVERNANCE TOPICS

TABLE OF CONTENTS

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5.4	Addressing the Rubber-Stamp Syndrome	5/4
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5.0 GOVERNANCE TOPICS

5.1 *ADDITIONAL RESOURCE MATERIAL*

ADDITIONAL REFERENCE MATERIAL ON GOVERNANCE

The Board Office maintains an extensive collection of articles on topics relating to college governance for Board members' information. Board members' may access this material through the Board Secretary. Selected articles/orientation material have been included in this manual. Others will be circulated from time to time with the board information material.

5.2 *SUGGESTED STRATEGIES FOR EFFECTIVE BOARDSMANSHIP*

There is a great deal of material available on the topics of governance and boardsmanship through the Board Office; however, the following is a very brief primer adapted from the Arizona Community College Association handbook.

1. DO take time to learn about Cambrian College. The history of the college is important in understanding its present program structure and mission.

   DON'T hesitate to ask questions of the President and of other board members before and at meetings.

2. DO attend all meetings after carefully reading and studying the agenda.

   DON'T make the mistake of assuming that a polished agenda necessarily means that adequate staff work has taken place in preparing the recommendation.

3. DO question recommendations to the point of ascertaining that adequate planning and staff work has been done to support the recommendation.

   DON'T frame your questions antagonistically or in an adverse manner. Too many people will hear adversarial questions as dissent on the Board, and the various constituents of the college and the community may misuse that question or comment.

4. DO attend regional, provincial and national training sessions.

5. DO become involved in promoting the community college.

   DON'T assume that your impact is minimal.

6. DO restrict your involvement in the community college to the policy making role.

   DON'T turn your trusteeship into a quasi-administrative job.

7. DO involve yourself in the long-range planning of the college and the establishment of goals for the institution.

   DON'T allow short-term interest to compromise the long-term good for the college.

8. DO speak positively and in support of the community college and its programs in the community.

   DON'T carry stories of "woe" or "wash the college's dirty linen" in the community. Remember you have the highest status of anyone associated with the college. What you say will be heard and will be quoted.

9. DO support, and encourage the President.

DON'T allow misinformation, hurt feelings, or small dissatisfactions to grow into major issues. Work informally and cooperatively with your President and fellow board members to resolve differences.

5.3 *RESPONSIBILITIES OF A BOARD CHAIR*

(These responsibilities are adapted from a Role of the Board Chair seminar conducted by the Illinois Community College Trustees Association, January 19, 1990.)

1. The board chair presides over board meetings by:
   - Setting the agenda and insuring its specificity and completeness
   - Seeing that board materials are disseminated well in advance of the meeting
   - Insisting on good attendance by board members
   - Consulting with the president/chancellor on every agenda item in advance of the meeting
   - Insuring orderly discussion and the opportunity for minority opinions to be heard
   - Avoiding precipitous action by the board
   - Keeping the board from administering the college
   - Facilitating full and democratic discussions of issues while advocating positions sparingly
   - Insuring the taking of adequate minutes

2. The board chair counsels and coaches the president by:
   - Assisting the new president during the fist months of a presidency
   - Making board expectations clear to the president
   - Defending the president from attack
   - Seeing that the president is adequately compensated and that the CEO's workload is not excessive
   - Alerting the president to areas of board concern
   - Taking responsibility for seeing that the board regularly evaluates the president
   - Serving as a sounding board for the president

   In return the president should counsel and coach the chair

3. The board chair orients new board members by:
   - Utilizing the expertise of new trustees and making them feel part of a team
   - Encouraging them to attend state/national trustee activities
   - Getting to know the newer trustees

4. The board chair corrects inappropriate trustee behavior by:
   - Serving as mediator between the trustee and the rest of the board
   - Suggesting strategies that the trustee in question can use to avoid recurrence of the problem

5. The board chair leads the institution's commitment to planning by:
   - Seeing that the board develops a vision of the college's future
   - Insisting that board actions either reflect the plan or result in a change of the plan

6. The board chair evaluates his/her own performance by:
   - Planning a regularly scheduled evaluation of board performance

5.4 ADDRESSING THE RUBBER-STAMP SYNDROME

Notes from ACCC Board of Governors Workshop, May, 1991. Presented by Glenn N. Crombie, President Collège CAMBRIAN College Sudbury, Ontario; researched and compiled by Glenys Lafrance, Board Secretary.

INTRODUCTION

- Dennison & Gallagher (retiring president from Vancouver Community College), "The decade of the 1960's was truly a 'golden age' for public education in Canada."
- public demand for more advanced education and financial capability of governments in Canada to respond coincided in the establishment of new institutions, "community colleges".
- there are many differences between colleges:
  E.G.
  - mandate
  - age
  - size
  - governance structure

AGE

- some vocational and technical institutes go back as far as early 1900's (OLDS) but most community colleges came into being in the 1960's

Some exceptions:

- the Newfoundland restructured community college system is just over 5 years old
- Arctic College in Northwest Territories is 4 years old
- La Cité Collégiale in Ontario has been in operation barely 1 year

SIZE STAFF, STUDENTS

- just over 200 full-time and 400 part-time students in Labrador Community; and over 7,000 full-time, 41,000 part-time students at Vancouver Community College

DIFFERENT GOVERNANCE STRUCTURE BY PROVINCE

- BC: boards consist of 5 or more members appointed by government, President in not a member
- Sask: in eight Sask. regional colleges, President is not member of board
- Ontario: 17 members, 12 are external members, 5 are internal members, President is full-voting member.
- Manitoba is just moving to decentralized governance
- New Brunswick's provincial government plays the major role in the governance of its community colleges
- Ontario, PEI, Northwest Territories, Alberta have internal board members
- Some boards meet 3 times a year, while others meet more than 12 times a year.
- In BC, Saskatchewan, Northwest Territories, the President is either non-voting member or not a member at all

While different in many ways, colleges have at least one major thing in common. They are being looked to as agents of social change. Across Canada they have become vehicles for labour market adjustment policies as well as for economic restructuring, both of which are important to the process of economic and social adjustment. Colleges have earned their rank in the economic order of our country.

There are several factors which will influence the college ability to be effective as agents of social change:

- governance
- administration
- linkages with community, industry, business
- support of government

TOPIC

- do "rubber stamp" boards really exist?
- how many people have been on a "rubber stamp board"?
- how many people believe their college board "rubber stamps" at least part of the time?
- how many people believe their college board is a "rubber stamp board"?
- does rubber stamping have its place?

CONTEXT

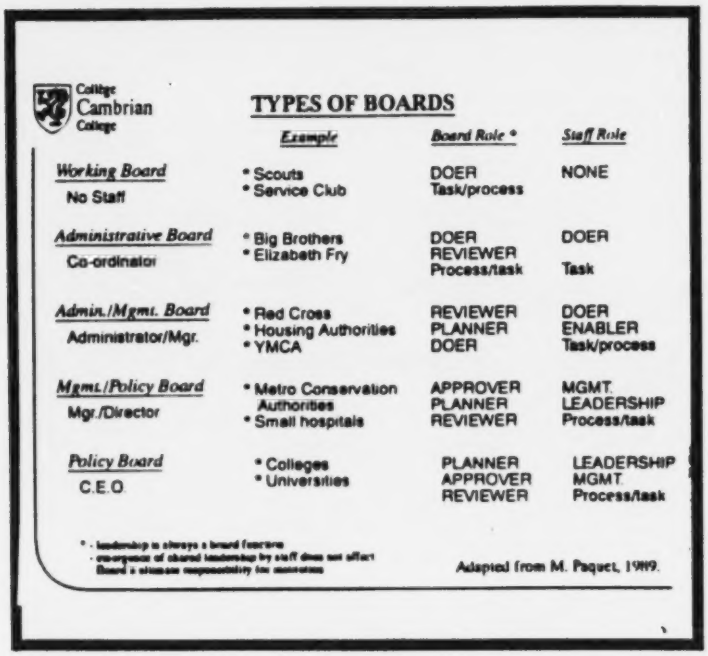
This presentation is intended to provide board members with an understanding of the policy-making function as it relates to governance and/or rubber-stamping.

- in 1988, Cambrian Board's conducted an in-depth review of its role through an externally-conducted operation review of governance

- during the review, the Board was called upon to evaluate its effectiveness
  - during this process, it became evident that a few board members did not have the same perceptions of what the board ought or ought not to be doing to in terms of governing the college
  - the board was asked to respond to the question: "Are we a rubber-stamp board".
  - at a subsequent retreat, the appropriateness and degree of delegating authority and responsibility to the President and his staff was debated
  - it was agreed that the Board's major role was policy-making and that the mission and values statement for the college provided the umbrella for all policies
  - however, it was less clear, to what extent the Board should, could or would be involved in setting policies at other levels

- as a result, the Board requested that a resource paper be prepared as a guideline for the Board's policy-making role

TYPES OF BOARDS (from M. Paquet, 1989)



College Cambrian College

TYPES OF BOARDS

	Example	Board Role *	Staff Role
Working Board No Staff	• Scouts • Service Club	DOER Task/process	NONE
Administrative Board Co-ordinator	• Big Brothers • Elizabeth Fry	DOER REVIEWER Process/task	DOER Task
Admin./Mgmt. Board Administrator/Mgr.	• Red Cross • Housing Authorities • YMCA	REVIEWER PLANNER DOER	DOER ENABLER Task/process
Mgmt./Policy Board Mgr./Director	• Metro Conservation Authorities • Small hospitals	APPROVER PLANNER REVIEWER	MGMT. LEADERSHIP Process/task
Policy Board C.E.O.	• Colleges • Universities	PLANNER APPROVER REVIEWER	LEADERSHIP MGMT. Process/task

* - leadership is always a board function
- emergence of shared leadership by staff does not affect Board's ultimate responsibility for outcomes

Adapted from M. Paquet, 1989.

"Non-profit" organizations are not all alike

- important to recognize and acknowledge how these differences impact upon Board member's role and that of the Board

Working Board (Volunteer)

- no full-time staff
- doers, emphasis on task
- service or social club, where board members do the actual work to be performed
- Scouts/Guides; Golden Age Clubs; some self-help groups; community symphony/orchestra group

Administrative Board

- part-time or full-time coordinator
- primarily doers and reviewers, task focus
- primarily concerned with doing wide variety of administrative, program and operational tasks, as well as setting priorities for and reviewing work done by staff or by new committees
- community museum; larger performing arts company; local Big Brothers chapter; Elizabeth Fry chapter

Administrative/Management Board

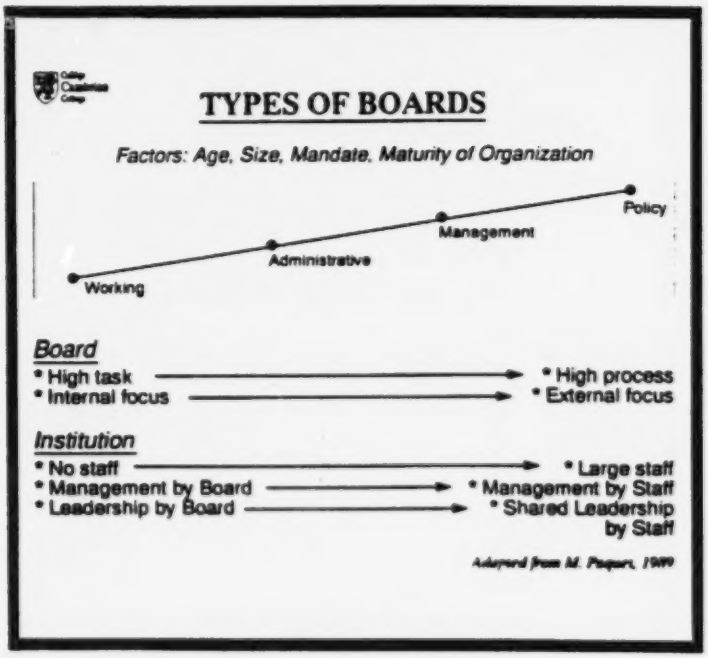
- full-time manager on staff whose work is reviewed and who seeks advice on management processes
- internal focus, concerned with developing and applying management processes (directing, planning, organizing, monitoring, controlling and evaluating) to work being done by staff and new or established Board committees
- Area Committee of Ontario Legal Aid Plan; local Red Cross chapter; small-medium school boards; housing authorities; chambers of commerce; YMCA

Management/Policy Board

- full-time director of the organization manages
- internal focus
- less "doing" by the Board -- more approving, planning and reviewing work done by staff, setting up or refining processes by which this work is done and reported to the Board
- small hospitals, colleges, universities; large school boards

Policy Board

- chief executive officer provides leadership,
- future-oriented
- more "governance" than "management"
- more "external" than "internal" focus
- concerned with broad strategic planning, approving key governance policies, and reviewing reports and recommendations of staff and committees on key aspects of organization health.
- medium/large hospitals, colleges, universities



- Boards are not all alike
- Boards do not always stay the same, some have fairly predictable development pattern
- no hard and fast rules about how, when or why boards move along an organizational development continuum
  - factors that may accelerate movement: age, size, complexity, history, mandate and/or maturity of organization; calibre, experience and depth of staff
- becoming a "policy board" is not the ultimate aim
  - that is, very young organizations such as La Cité Collégiale may function optimally at another level for a period of time
  - very small organizations may function optimally at another level indefinitely

- leadership is always a board function
  - emergence of shared leadership by staff does not affect Board's ultimate responsibility for institution

- take a few minutes to reflect upon where your college might be situated along this line
  - most would be policy boards eg. Ontario, possible exception: La Cité Collégiale
  - where would you rank colleges without boards such as those in Manitoba and New Brunswick (linked directly to the government)

CHARACTERISTICS OF EFFECTIVE POLICY BOARDS

- Board members know the job
  - why they were recruited -- pre-recruitment interviews
  - what is expected of them – local and provincial guidelines
  - what the college is trying to achieve – highlights and challenges facing the college
  - how they can help

- Board members do the job
  - have motivation and skill to do the work
  - get the work done without hassles
  - fairly even distribution of effort among members
  - each supporting one another

- Board members work in effective partnership with staff through President
  - through their work, they contribute to building an effective organization in collaboration with staff through President

POLICY BOARD RESPONSIBILITIES

- may vary with age, size, maturity, history, mandate, cohesiveness of board; knowledge, skill & experience of staff

For medium-sized college such as Cambrian (6500 full-time students, 1000 staff)

- ensuring the establishment, implementation and periodic review of the college's purpose or mission
- setting the rate of progress which the college will undertake in achieving its purpose or mission
- providing continuity for the governance and management of the college's affairs
- confirming the college's identity within the community

TO BE EFFECTIVE, POLICY BOARDS REQUIRE...

- investment of time and energy in developing, refining and building on at least four processes:

- board member recruitment and professional development process
  - essential for Board continuity and building upon a base of leadership. Processes must enable identification of needs, recruitment, orientation, training and development and evaluation to ensure steady and stable growth and development of the Board (this is the focus of Peter Wright's presentation during the afternoon)

- meeting process
  - essential for organizational effectiveness
  - processes must ensure effective chair, well planned meetings which are attended by the right people and produce desired outcomes in the least amount of time

- planning process
  - essential for establishing college mission, setting a "rate of progress" for achievement of mission through planning annual goals and objectives, providing for continuity of the Board and staff, establishing budgets and future financial growth targets, and deciding on advocacy activities

- policy development and establishment process
  - essential for longer-term growth, stability and continuity. Moving beyond making month-to-month or annual decisions to establishing policies to guide the longer-term development and stability of college

GOVERNING POLICIES... (Downey, U. of BC)

HOW ACADEMICS VIEW POLICY

1. *"Policy is an expression of general purpose or a desired state of affairs in dealing with a matter of concern."* (James Anderson)

2. *A policy is a principle for action, a clear value choice that an organization makes for itself. A policy reduces ambiguity, increases uniformity, promotes orderly conduct, and facilitates evaluation.* (paraphrase of Edward S. Hickcox)

3. *"Policy is a label for a field of past, current, and potential governmental activity and involvement."* (conventional wisdom)

4. *"Policy is an authoritative determination, by a governing authority, of a society's intents and priorities and an authoritative allocation of resources to those intents and priorities. Policy also is an authoritative guideline to institutions governed by the authority (and persons who work in them) as to what their intents are to be and how they are to set out to achieve them."* (Lorne W. Downey)

- are the primary instrument of governance

- they are future-oriented - above the day-to-day operations, above the pressures and crises of the moment

- policies govern the direction and operations of the college
  - serve to keep the system focused in a predetermined direction by setting goals and expectations for staff
  - save time and energy of Board by covering related issues in one large-scale policy
  - serve as basis for review, reporting and accountability

- provide a framework for decision-making and for adapting to change

- provide continuity in governance - remain in place even when membership changes

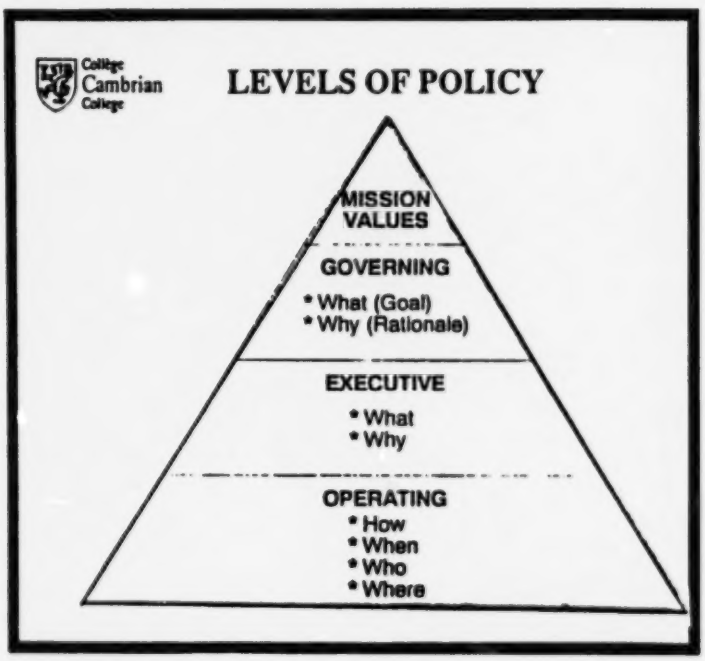
- cause Board to operate as corporate body - in the absence of policy, members act as individuals on single decision

- serve as communication devices

- policies are <u>not</u> programs - they are higher-level statements of intent which set the broad guidelines for program development to be carried out by professional staff
  - example, Cambrian has more than 20 programs at various stages of development/delivery at any given time: feasibility, development, pending approval, approved but not implemented, etc.

- policies are not mechanisms for focusing blame ...

LEVELS OF POLICY



- Board of Governors has final responsibility for policy governing all aspects of college's affairs: programs, students, staff, facilities and funds

- there are levels of policy appropriate to each aspect of the institutions affairs and to each of the two responsible bodies: the Board and the administration

- it is Board's responsibility to set the appropriate level of policy at which it will operate, thus providing the guidance necessary for policy-making by administrators

- The Board usually develops policy that states what results are desired (goals) and why (rationale); the development of implementation policy and/or accompanying procedures is usually delegated to the President.

- The President and senior staff develop policy that flows from governing policy by either:
  a) developing operating policy (implementation procedures)

  OR

  b) developing executive policy by which goals and/or operating policies relating to the governing policy are set for other areas of the college. The development of accompanying procedures might also be delegated to other staff groups.

- a word about language: GOVERNING, EXECUTIVE, OPERATING

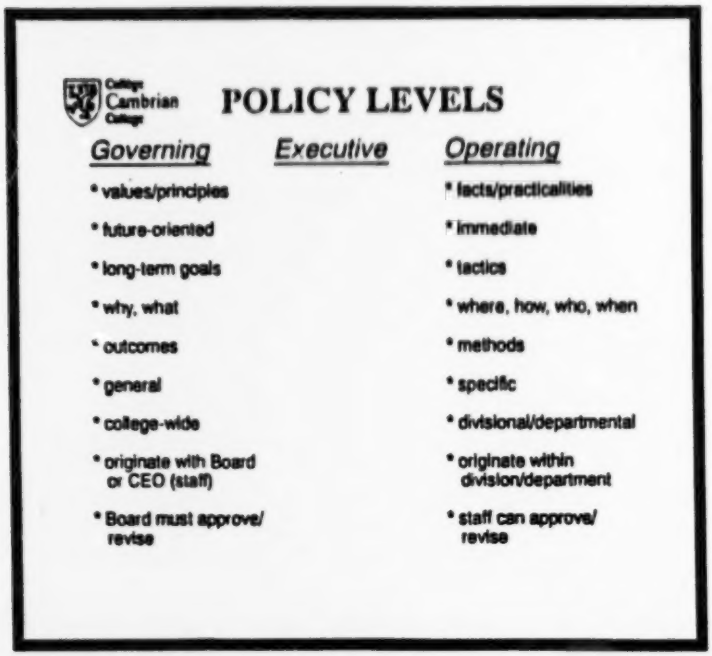
- policies are "decisions or statements that guide other decisions" at any level
- this is J.D. Carver's perspective about policy-making:

> "The Board's job differs from staff jobs...by levels within topics...This approach recognizes and legitimizes that everybody, not just the board, makes policy. Every clerk and janitor, by her or his actions, is making implicit policy at all times. It is inescapable that everyone does so, though the policies made are of vastly differing sizes. What is important is that all policies that live in the organization be consonant with the broader policies enunciated by the governing leadership."

- Alberta Vocational, Grande Prairie, expressed concern that there is confusion about Board's role if everything is called policy
- equal confusion about levels of responsibility is everything other than Board policy is called "procedures"

A CLOSER LOOK AT POLICY LEVELS:

- many Boards (Arctic College and Central Newfoundland) are familiar with 2 levels of policy: usually referred to as Policy and Operating Procedures
  - this framework becomes an over-simplified model as organizations become larger, more complex
  - Executive Policy level is required to describe policy-making authority that has been delegated by Board to President



Governing Policy

- fundamental issues of mission, programs and services
- typically involving questions of institutional direction, values, priorities, and principles that guide other decisions
  Kwantlen College's definition of Board policy is as follows:

  > "A broad statement of principles that is designed to serve as a guide to action by the board of Trustees or its agents, and it does not contain within it the conditions of its applicability. It is a guide for discretionary action by Administrators. If a policy statement leaves no room for discretion, it is not policy."

- either initiated by the Board or by staff through the President
- approved by the Board

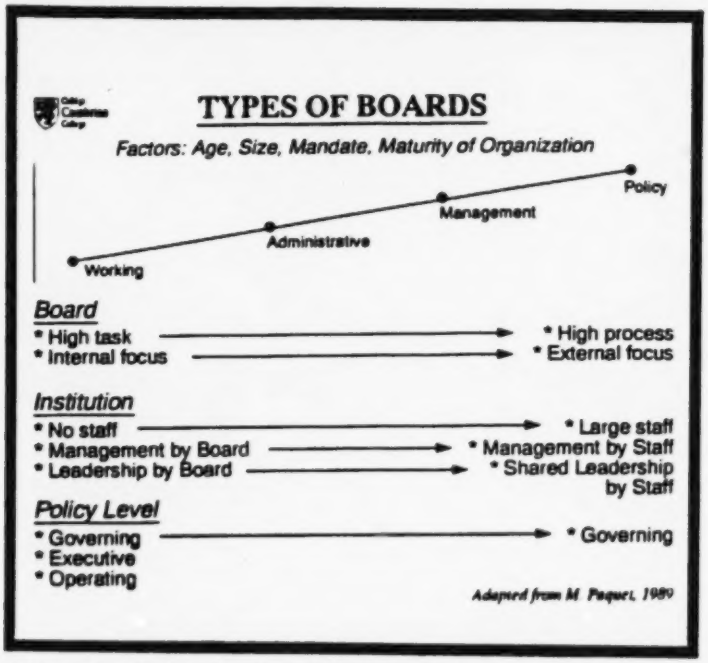
Executive Policy

- the grey area for several colleges
- those policies of human, financial and physical resource management
- typically involve questions of primary clientele, types of services, delivery systems
- may focus on the relationship of programs and departments to overall mission
- concerns of major functional operations, such as planning, budgeting, finance, marketing and personnel.
  - usually developed by staff and approved by the college's executive officers in response to governing policy
  - sometimes approved by the Board
- agree with Labrador Community College that it is often useful for Boards to be well-informed of executive policy issues

Operating Policy (Procedures, Rules, Regulations)

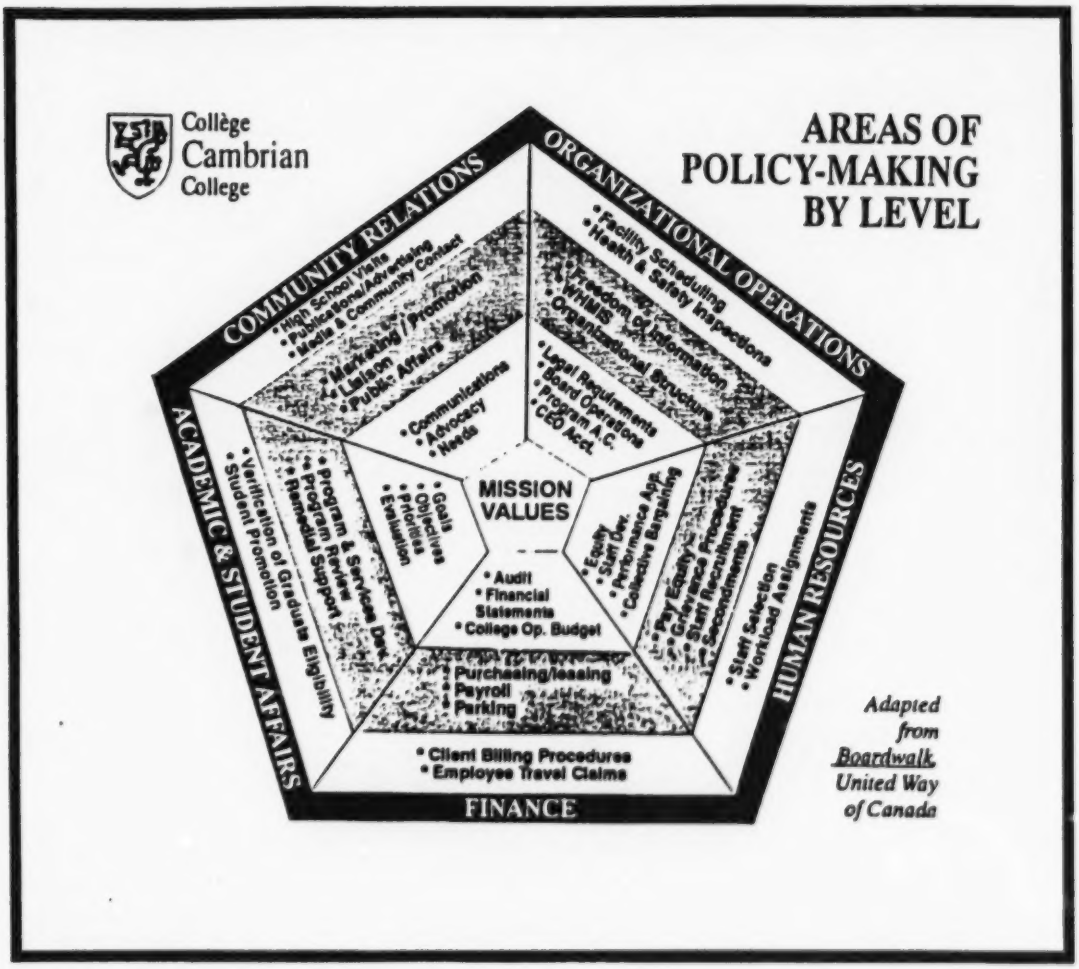
- decisions that govern day-to-day practices
- mechanisms and procedures to handle routine transactions and normal operations
- matters of form, process, method, and application of other policies regulations that guide or prescribe everyday conduct
  - usually developed by staff and approved by the college's executive officers in response to executive policy
  - seldom reviewed by the Board
  - at Vancouver Community College, the Board's practice is to "never" review Operating Policy (this is expected of the President)

POLICY LEVEL BY TYPE OF BOARD



- note that the optimal policy level at which the Board operates can be determined by the type of Board
  - to the extreme left of the continuum, the Board would operate at all three levels
  - a policy board would operate at the governing policy level

AREAS OF POLICY-MAKING



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EXAMPLES OF LEVELS OF POLICY-MAKING

Collège Cambrian College

POLICY LEVELS - EXAMPLES

ISSUE	GOVERNING	EXECUTIVE	OPERATING
Staff Development	• assist individuals to respond to rapid changes in program curriculum, instructional technologies, administrative systems/functions • establish Staff Development Committee with Coordinator • amount equal to 1 1/3% of all full-time salaries will be budgeted	• staff development committee membership • terms of reference • eligibility • reimbursements	• committee meeting schedule • application processing • information distribution • reimbursement procedure
Expense Reimbursement	• all staff to be reimbursed for reasonable expenses relating to conduct of college business	• policies relating to • transportation • accommodation • meal reimbursements • travel advances	• application processing • accounting procedures
Copyright	• under Copyright Act, require that no materials be reproduced for sale without written permission	• written proof of permission must be supplied to Manager of Bookstore or materials will be removed from shelves	• department Chairs will ensure adherence to copyright by ...
Requirements for graduation	• determine grading system • students must maintain GPA of 2.00 with no outstanding "F" grades • may write supplementals	• students whose GPA falls below 2.00 and/or carry failing courses must have Chair's approval before registering in subsequent semester • Promotion Committee will grant privilege of writing supplemental examinations • terms of reference for Promotion Committee	• students whose GPA falls below 2.00 and/or carry failing courses may be required to reduce course load, change to part-time status, or withdraw • Promotion Committee will develop application procedures for supplemental privilege

GOVERNING POLICY DEVELOPMENT

a) Identification

- policy arises from a concern for
- quality
- responsiveness
- participation
- costs
- equity

- When doubt exists as to what is governing, executive or operating policy, it is up to the Board Chair and President to determine which are the policy decisions requiring the attention of the Board.

- While the Board must not delegate its responsibility to make governing policy in fundamental matters, it expects the President through his/her staff to exercise the initiative in formulating policy statements for the Board consideration whenever possible.

- The President's role, as a member of the Board, is to provide the continuity in policy-making.

- The President's position provides the point of contact between the Board and the management.

- The depth of knowledge and experience of professional staff (for instance, knowledge of relevant legislation, collective bargaining agreements, etc.) permits the delegation of policy development from the Board to the administration.

- The President has the duty to provide a context for governing policy formulation by keeping the Board informed about the important issues that will affect the long-term life of the institution.

b) Formulation

- agree with Camosun College that formulation generally entails broad consultation and a search for consensus through forums such as the program advisory committees, academic/college councils, internal and ad hoc committees such as marketing, computer-users, occupational health and safety, etc.

- The administration manages the process and drafts the policy statement.

- Periodically, the President or other executive officers inform the Board of the tenor and direction of discussions. If preferred options emerge, they may also be previewed by the Board.

c) Adoption

- Before voting in favour of a governing policy, the Board's responsibility is to ensure:
  - proposed policy statement meets the policy objectives
  - the process of consultation was suitable
  - the criteria for policy evaluation are appropriate

- However, as stated by Chait & Taylor (1989), "The board should resist the temptation to rewrite policy recommendations.

- Boards are more effective as questioners [and suggestors] than as editors.
  - state the objection
  - articulate the concern
  - offer the suggestion
  - then direct the administration to craft the proper language, either immediately if the Board's reservations are comparatively minor or at another time if qualms are substantial."

d) Implementation

- The Board delegates responsibility for carrying-out governing policy wherever possible
- but it cannot avoid certain tasks and decisions in implementing policy, such as the selection or evaluation of the President
- As a rule, the Board will not be involved in governing policy execution, however, participation in policy implementation can teach a Board member about the nature of the college or improve communication between the board and key internal or external constituencies.
  - With this in mind, individual Board members are invited from time to time to serve on various broad-based committees (operational review, budget advisory committee, think-tanks, college foundation, equity, etc.)

The primary responsibility for implementing governing policy lies with the administration.

e) Review and Evaluation

- The Board ensures that governing policy is monitored on a regular basis, as a means of evaluating the appropriateness and effectiveness of the policy.
- The President and the Board determine an appropriate time frame for a policy's evaluation, usually two or more years.
- In all cases, management should design and conduct the assessment, analyze the results, and suggest any policy changes.
- When the review is undertaken, the President briefs the Board about the policy's intended and unintended consequences.
- For executive policies, the President occasionally reports on the policy's impact. And for operating policies, the President may simply assure the Board that evaluations occur.

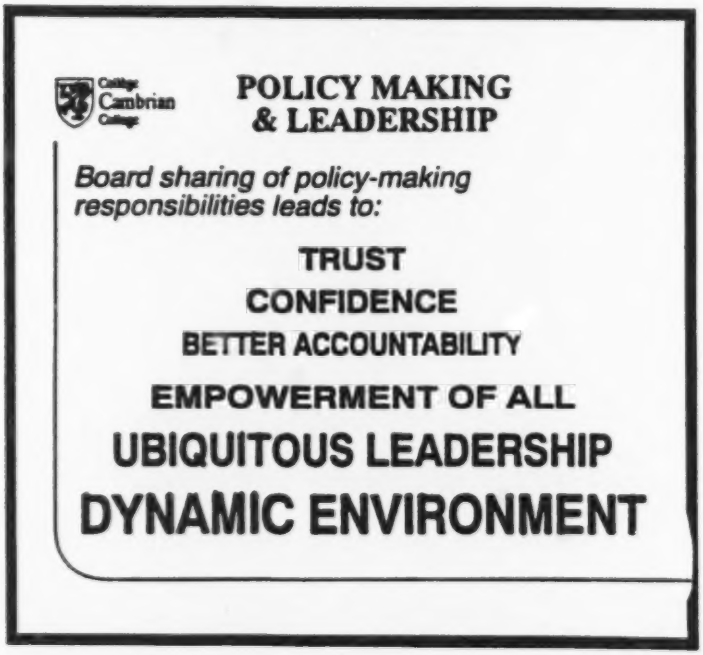
CONCLUSION

- Discussion and/or approval of policy at various levels is way in which the Board
  - understands the day-to-day operation of the agency
  - is able to fulfil its accountability to the organization's various constituencies for seeing that the stated mission is being realized.

POLICY-MAKING AND LEADERSHIP

- policy-making is articulation of values and principles at all levels of the institution

- as a result of Board-sharing of policy-making responsibilities, colleges can expect a synergistic Board-President relationship characterized by:



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b) Chait, R. and Taylor, B., 1989. "Charting the Territory of Nonprofit Boards", Harvard Business Review.

c) Coyle, M., et al, July 1991. "A New Compact for Owners and Directors", Harvard Business Review.

d) Funk, R., July 1991. "A Policymaker's Checklist". The American School Board Journal.

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k) Excerpt from Trusteeship: Handbook for Community and Technical College Trustees, 1986. "The Trustee and the Board Chairman".

Section 5.5 contains copyrighted materials
and has therefore been deleted

See:

1) Carver, John. Boards that Make a Difference, 1990, Chapters 2 & 3, pp. 24-55.

2) Chait, Richard P.; Taylor, Barbara E. "Charting the Territory of Nonprofit Boards." Harvard Business Review, Jan-Feb 1989, pp. 44-45, 48-50, 52-54.

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Collège CAMBRIAN College

BOARD OF GOVERNORS RESOURCE MANUAL

SECTION VI
GOVERNING POLICIES

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6.1 To be compiled at a later date

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